

## SIGNATURE ROUTING LOG

**General Information:**

Proposal Type: Course  Program  Other   
 Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): ANT 221 change  
 Proposal Contact Person Name: Chris Pool Phone: 257-2710 Email: capool0@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
dpt, curriculum cmte chair	4/21/10	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	<i>[Signature]</i>
dpt, Chair	4/21/10	Chris Pool / 257-2710 / capool0@uky.edu	<i>[Signature]</i>
dpt, DUS	4/21/10	Monica Udvardy / 257-6919 / udvardy@uky.edu	<i>[Signature]</i>
		/ /	
A&S Ed. Policy Cmte.	10/19/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	<i>[Signature]</i>
A&S Dean	10/19/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	<i>[Signature]</i>

*10/29/10 submitted GEOC*

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	1/12/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University S	

ANT 221 CHG  
 GE  
 CUS

**Comments:**

\_\_\_\_\_

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the

# APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

**1. General Information.**

- a. Submitted by the College of: Arts and Sciences Today's Date: 10/05/10
- b. Department/Division: ANT
- c. Is there a change in "ownership" of the course? YES  NO
- If YES, what college/department will offer the course instead? \_\_\_\_\_
- d. What type of change is being proposed?  Major  Minor<sup>1</sup> (place cursor here for minor change definition)
- e. Contact Person Name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 7-4654
- f. Requested Effective Date:  Semester Following Approval OR  Specific Term<sup>2</sup>: \_\_\_\_\_

**2. Designation and Description of Proposed Course.**

- a. Current Prefix and Number: ANT 221 Proposed Prefix & Number: \_\_\_\_\_
- b. Full Title: Native Peoples of North America Proposed Title: \_\_\_\_\_
- c. Current Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. Proposed Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- e. Current Cross-listing:  N/A OR Currently<sup>3</sup> Cross-listed with (Prefix & Number): \_\_\_\_\_
- Proposed –  ADD<sup>3</sup> Cross-listing (Prefix & Number): \_\_\_\_\_
- Proposed –  REMOVE<sup>3,4</sup> Cross-listing (Prefix & Number): \_\_\_\_\_
- Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.**
- Current: 2 Lecture \_\_\_\_\_ Laboratory<sup>5</sup> \_\_\_\_\_ Recitation 1 Discussion \_\_\_\_\_ Indep. Study  
 \_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency  
 \_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_
- Proposed: 2 Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Recitation 1 Discussion \_\_\_\_\_ Indep. Study  
 \_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency  
 \_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_
- f. Current Grading System:  Letter (A, B, C, etc.)  Pass/Fail
- Proposed Grading System:  Letter (A, B, C, etc.)  Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: 3

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. Currently, is this course repeatable for additional credit? YES  NO
- Proposed to be repeatable for additional credit? YES  NO
- If YES: Maximum number of credit hours: \_\_\_\_\_
- If YES: Will this course allow multiple registrations during the same semester? YES  NO

- i. Current Course Description for Bulletin: A survey of the aboriginal Indian cultures of North America, and of the impact of four centuries of British, French, Spanish, and Russian contact on the Indian communities. The course will include consideration of the status of Indians in present-day North America.
- Proposed Course Description for Bulletin: This is a survey of the aboriginal Native American cultures of North America and of the impact of four centuries of British, French, Spanish, and Russian contact on Native American societies. Particular emphasis is placed on comparing and contrasting cultural characteristics of Native American groups living in ecologically diverse regions of North America. The course will include consideration of the status of Native Americans in present-day North America.

- j. Current Prerequisites, if any: \_\_\_\_\_
- Proposed Prerequisites, if any: \_\_\_\_\_

- k. Current Distance Learning(DL) Status:  N/A  Already approved for DL\*  Please Add<sup>6</sup>  Please Drop
- \*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.

- l. Current Supplementary Teaching Component, if any:  Community-Based Experience  Service Learning  Both
- Proposed Supplementary Teaching Component:  Community-Based Experience  Service Learning  Both

3. Currently, is this course taught off campus? YES  NO
- Proposed to be taught off campus? YES  NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES  NO
- If YES, explain and offer brief rationale:

The course is being submitted for Gen Ed consideration in the area of U.S. Citizenship. The learning outcomes have been aligned with the Gen Ed learning outcomes.

5. Course Relationship to Program(s).

- a. Are there other depts and/or pgms that could be affected by the proposed change? YES  NO
- If YES, identify the depts. and/or pgms: Only because it is currently a USP course and we are requesting Gen Ed approval.
- b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program? YES  NO
- If YES<sup>7</sup>, list the program(s) here: \_\_\_\_\_

6. Information to be Placed on Syllabus.

- a.  Check box if changed to If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

400G or 500. by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

# General Education Proposed Syllabus: ANT221-McDonald

ANT221/001-006: Native Peoples of North America

Spring 2011

Dr. Juliana McDonald

Office: 203C Lafferty Hall (LH)

Phone: 257-2888 (leave a message)

Office Hours: MW 11:00 AM - 1:50 PM (or by appt.)/OR WHENEVER MY DOOR IS OPEN, COME IN!

E-mail: jmcdo2@uky.edu OR julianamcdonald@hotmail.com

Lecture: TR12:30-1:20 pm, Funkhouser Building (FB) 200

Discussion Sections: with a teaching assistant (TA) once a week as follows:

001: M 9:00-9:50 am, DH 203 TA#1

002: M 8:00-8:50 am, LH 108 TA#1

003: W 1:00-1:50 pm, LH 108 TA#1

004: W 1:00-1:50 pm, LH 213 TA#2

005: M 1:00-1:50 pm, LH 108 TA#2

006: M 1:00-1:50 pm, LH 213 TA#2

E-mails/Office/Hours for TAs (or call for an appointment 257-5124):

TA#1 LH 102G xxxx@uky.edu Mon., 10:00-12:00

TA#2 LH 102J xxxx@uky.edu Wed., 2:30-4:30

Required Textbooks:

Sutton, Mark Q. 2008 (3<sup>rd</sup> ed.). *An Introduction to Native North America*. Pearson.

2 small booklets required from the Kentucky Archaeological Survey. You will be instructed in lecture about how to access these books.

Course Description:

This is a survey of the aboriginal Native American cultures of North America and of the impact of four centuries of British, French, Spanish, and Russian contact on Native American societies. Particular emphasis is placed on comparing and contrasting cultural characteristics of Native American groups living in ecologically diverse regions of North America. The course will include consideration of the status of Native Americans in present-day North America.

Specific course goals:

1. To gain an appreciation for the common humanity and uniqueness of all cultures.
2. To gain an awareness of and sensitivity towards stereotypes and ethnocentrism.
3. To understand the distinctions between "race," ethnicity, and racism.

**Learning Outcomes:** Students completing this requirement will achieve the following learning outcomes:

- A. Demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- B. Demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility.
- C. Demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.
- D. Demonstrate an understanding of at least two of the following, as they pertain to the subject matter of the course:
  - a. Societal, cultural, and institutional change over time
  - b. Civic engagement
  - c. Regional, national, or cross-national comparisons
  - d. Power and resistance
- E. Participate in at least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

**Course Requirements:**

**COME TO CLASS! EVEN IF YOU LATE, DON'T HESITATE; COME IN QUIETLY AND SIT RIGHT DOWN!**

The final grade is distributed as follows:

Exam 1	200 points possible (20%)
Exam 2	200 points possible (20%)
Discussion	100 points possible (10%)
Writing	200 points possible (20%)
Class Exercises	50 points possible (5%)
Final Exam	<u>250</u> points possible (25%)
<b>Total:</b>	<b>1000 points possible</b>

**Note: A zero for any of the above categories will result in automatically failing the class.**

**Note: The final exam is not cumulative. Each exam covers about 1/3 of the class material.**

**Note: THERE IS NO CURVE AND NO EXTRA CREDIT IN THIS COURSE.**

**Re: Exams: Bring a #2 pencil and student identification w/photo to all exams! You will be required to show this in order to turn in your exam.** Exams will be multiple-choice, true-false, and short essay. The exams will cover lectures, readings, videos, and discussion materials. The exams will be given during regular lecture times. You will not be allowed to keep exams. Each student is expected to follow instructions given by the instructor and TAs before the exam. Scantrons and a essay page will be provided for you. Each student will be personally held responsible for returning the exam and

Scantron to the TA. Possession of an exam by a student outside the exam room at any time is considered to be cheating and will be treated in accordance with the policy outlined in the section "Plagiarism and Cheating" below. Exams are given according to the following schedule:

**Exam 1: 02/18 (12:30-1:20 PM)**

**Exam 2: 03/25 (12:30-1:20 PM)**

**Final: 05/04 (1:00-3:00 PM)**

**There will be no make-up exams without a valid excuse.** A valid excuse requires documentation (e.g., written medical excuse or obituary-S.R.5.2.4.2). You must be on time for exams as well.

**Discussion Grade:** You will get a worksheet each week for the following week's assigned reading for discussion section. This part of your grade is based on your ability to read and demonstrate comprehension with participation in weekly discussion of assigned terms, definitions, and reading questions. You will be quizzed on these materials at the beginning of discussion sections. Ten quizzes/exercises will be graded and will count for 10% of your final grade. During discussion sections, you will be able to ask questions about the lecture content and videos as well. It is the student's responsibility to READ the assigned pages BEFORE discussion and to be prepared to discuss assigned readings at all times. You cannot make up these quizzes unless you have a documented excuse and only during the week following the absence. You must schedule the makeup quiz with the TA at his or her convenience.

**Writing Grade:** In this class, we require a term paper of **15 pages total** for the semester. This is a formal research paper requiring academic sources as well as utilizing the vast materials available online for Native Americans in the US today. You will be fully instructed in separate handouts for each step in writing these papers. The components of the paper will count for points as well as the final paper and are due according to the following schedule.

<b>Week 2:</b>	<b>Topic</b>	<b>( 10 points)</b>
<b>Week 4:</b>	<b>Outline</b>	<b>( 15 points)</b>
<b>Week 8:</b>	<b>Draft</b>	<b>( 50 points)</b>
<b>Week 12:</b>	<b>Annotated Bib</b>	<b>( 25 points)</b>
<b>Week 13:</b>	<b>Final Paper</b>	<b>(100 points)</b>

**Late papers:** Late papers will be graded minus one letter grade if it is not turned in **during the lecture class** in which it is due. For each 24 hr. period after the due date, an additional letter grade will be deducted. For example, if you turn the paper in after the class time in which it is due, your "A" is a "B" **before** it is formally graded. If you turn it in the next day after it is due, it is automatically a "C" **before** it is formally graded. Etc. Papers are not accepted by e-mail. They must be turned in during your lecture class time. They will not be accepted via the TA or instructor mailbox unless arranged **PRIOR TO** submission with a written excuse.

**Class Exercises:** Attendance will not be taken. 6 class exercises will be given out during lecture time. The class exercise will be a key question with an internet exercise related to the topic of discussion for that week. These will be **taken with you to your discussion section** and will be addressed in the context of discussing your readings for the week. These will encourage you to think critically about what you are learning in this class. They will help you prepare for the class discussion ahead of time by giving you a space of time to think about and prepare some comments on the topics. They are not graded and you are allowed one zero or unexcused absence. 5 will count for 50 points possible.

**Final Grade Scoring:**

There is a strict cutoff system for final grades. We do not “give” grades. It is up to the individual student to earn his or her grade accordingly. Your grade is a final percentage based on accumulation of points out of 1000 points possible:

895-1000 points = A;  
795 – 894 points = B;  
695 – 794 points = C;  
595 – 694 points = D;  
≤ 594 = E.

**Example:** 894 points rounded to the nearest whole percentage point would be 89%, a “B”.

**Example:** 895 points rounded to the nearest whole percentage point would be 90%, an “A”.

**EVERY POINT COUNTS IN THIS CLASS!**

**THERE ARE NO ½ POINTS, PLUSES, OR MINUSES.**

**THERE WILL BE NO CURVE AND NO EXTRA CREDIT IN THIS COURSE.**

**IT IS UP TO YOU AS TO HOW MANY POINTS YOU EARN IN THIS CLASS.**

Your TA will be tracking your grade and your grade standing will be available at midterm (March 8). To determine your grade at any point during the semester, add the points you have gotten on any exams, etc. Divide by points possible to that point. Multiply the sum you get by 100 and you will know what percentage of the maximum points possible you have achieved at that point.

**Tracking Your Grade:** E.g., at midterm you have:

180 points of 200 possible for Exam 1

60 points of 70 possible for Quizzes

35 points of 35 possible for Attendance

**Total:** 255 points of 305 possible at this point. Divide 255 by 305, multiply by 100; total 84% = A.

It is strongly advised that you keep all your notes, quizzes, papers, assignments, etc. in a folder or notebook. You must take responsibility for keeping up with your points as well!

**Student's Rights and Responsibilities:** All rules and regulations set forth in the current edition of the University of Kentucky Code of Student Conduct will be followed in this course. It can be accessed online at: [www.uky.edu/StudentAffairs/code.htm](http://www.uky.edu/StudentAffairs/code.htm)

**Plagiarism and Cheating:** The University of Kentucky and the Department of Anthropology take plagiarism and cheating very seriously. You are encouraged to consult the UK Code of Student

Conduct for complete information related to these subjects:  
([www.uky.edu/StudentAffairs/code.htm](http://www.uky.edu/StudentAffairs/code.htm)).

The maximum penalty is expulsion from the university. For information on what constitutes plagiarism and cheating, go to the UK Ombud's webpage: [www.uky.edu/Ombud/Plagiarism2.rtf](http://www.uky.edu/Ombud/Plagiarism2.rtf). Using someone else's work (texts, lectures, articles) without citing the source, passing off someone



else's work as your own (e.g., borrowing a paper from another person who has handed it in another class previously), copying someone's answers during exams, and using any materials from the Internet without properly citing the website/source/author are all examples of plagiarism/cheating. If you have ANY questions regarding this subject, please talk with the TA or Dr. McDonald at anytime. It is always better to be overly cautious than risk destroying your university career. Intent is not always the issue; it is the result that is judged! Even suspicion of plagiarism/cheating is enough cause to begin an investigation so be careful to follow instructions at all times.

**Academic Accommodation:** If you have special needs or considerations in terms of lecture materials, assignments, or testing please notify the instructor immediately. The request for academic accommodation MUST be accompanied with documentation from the Office of Disability Resource Center.

Contact them in Room 2, Alumni Gyn, at 257-2754, by e-mail ([jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) or at the website: [www.uky.edu/StudentAffairs/Disability/ResourceCenter](http://www.uky.edu/StudentAffairs/Disability/ResourceCenter).

**Computer Use/Cells in the Classroom:** You are allowed to use a computer anywhere in lecture to take notes only. In discussion section, you are supposed to have your reading questions completed before class. Print out answers and bring them with you to discuss. Therefore, computer use in discussion should be minimal. Please put cells on silent or vibrate to be polite. Please try to limit the side conversations as the classroom has perfect acoustics and we can all hear you pretty clearly! It is distracting to your fellow students when there is a conversation going on during lecture/videos.

**Withdrawal/Incomplete Policy:** Official withdrawal from the class is required by the registrar's office to avoid a failing grade for this class.

***\*NOTE: \*Neither the instructor nor the teaching assistant will automatically withdraw a student from the class simply because he/she stops attending class.***

*Important Dates:* Feb. 3: Last day to drop a class w/o appearing on transcript.  
Mar. 8: Midterm point of the semester

**FINAL EXAM: TUESDAY, MAY 4, 2009 @ 1:00 PM - 3:00 PM, FB 200**

**MID-TERM GRADE** (for 100-400 level courses, and for undergraduates in 500 level courses)  
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Lecture/Reading/Discussion Schedule (instructor reserves the right to alter as necessary):**

**Wk 1: Jan. 14**

Lecture: Intro to Course/Syllabus

Reading: **READ SYLLABUS CAREFULLY!!!! NO OTHER READING ASSIGNED THIS WEEK!**

Discussion: **NO DISCUSSION SECTIONS MEET THIS WEEK!**

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**Wk 2: Jan. 19/21**

Lecture: The Native People of North America-Introduction  
Who are "Native Americans"/Indians?  
What are the ways that NAs have been studied?  
The Culture Area Concept  
What can we learn from studying NAs in the US today?  
Concepts: Race/Ethnicity/Class  
Prehistory and History of NAs

Reading: Sutton-Introduction, Ch. 1 (covered in lecture)

Discussion: **NO DISCUSSION SECTIONS MEET THIS WEEK!**

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**Wk. 3: Jan. 26/28**

Lectures: Video: Peopling of North America  
How did NAs get to the New World?  
Prehistory and History of NAs  
European Invasion and Conquest/Impacts

Reading: Sutton-Ch. 2

Discussion: Sutton-Ch. 2 Worksheet; **CE#1-Stereotypes of Indians; Websites for Research & Info**

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**Wk. 4: Feb. 2/4**

Lecture: Evidence from the Past (Archaeological Methods)  
Video: Ethnographic Film, "Nanook" (1922)  
The Arctic Peoples and Contemporary Life

Reading: Sutton-Ch. 3

Discussion: Sutton-Ch. 3 Worksheet

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**Wk. 5: Feb. 9/11**

Lecture: The Plateau  
Video: "NA Voices-The Plateau Groups"  
Baseline Sources: Art (Catlin)/Photography (Curtis) & Social Conscience

Reading: Sutton-Ch. 5

Discussion: Sutton-Ch. 5 Worksheet; **CE#2-Treaties @ Yale U., Boldt Decision**

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**Wk. 6: Feb. 16**

Lecture: The Northwest Coast  
The Importance of Salmon to Many/Contemporary Perspectives on Salmon  
The Potlatch-What is Reciprocity and Being Generous?

Reading: Sutton-Ch. 6  
Discussion: Sutton-Ch. 6 Worksheet

**Feb. 18: EXAM 1!**

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**Wk. 7: Feb. 23/25**

Lecture: The Great Basin  
The Importance of Bison and Horses  
Native American Language  
Natural Resources, NA Rights, and Environmental Justice

Reading: Sutton-Ch. 7  
Discussion: Sutton-Ch. 7 Worksheet; **CE#3-Environmental Justice**

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**Wk. 8: Mar. 2/4**

Lecture: The Southwest  
Video: "The Hopi Fourth World"  
Indigenous Spiritual Ways  
Video: "Shamanism in the World Today"

Reading: Sutton-Ch. 9  
Discussion: Sutton-Ch 9 Worksheet

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**Wk. 9: Mar. 9/11**

Lecture: The Southwest  
Video: "Seasons of the Navajo"  
The Navajo, The NA Church, Peyotism, & Religious Freedom

Reading: Sutton-Ch. 9  
Discussion: Sutton-Ch. 9; **CE#4-Religious Freedom in US**

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**Wk. 10: Mar. 15-19 SPRING BREAK! NO CLASSES!**

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**Wk. 11: Mar. 23**

Lecture: The Northeast  
Political Organization, NA & US Legal Systems  
Pow Wow/NAs in Military/Boarding Schools

Reading: Sutton-Ch. 11  
Discussion: Sutton-Ch. 11 Worksheet

**Mar. 25: EXAM 2!**

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**Wk. 12: Mar. 30/Apr. 1**

Lecture: The Southeast  
Video: "NA Voices-SE Culture Area"  
The Cherokee & Tourism/Casinos

Reading: Sutton-Ch. 12

Discussion: Sutton-Ch. 12; **CE#5-Arts & Crafts Act, Tourism, Casinos/Pow Wow**

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**Wk. 13: Apr. 6//8**

Lecture: Native Americans in Kentucky  
Guest Speakers: Reps from Kentucky Arch'l Survey (KAS)/KY Heritage Council

Reading: KAS Booklet-"Hunters & Gatherers of the Green River Valley (HGRV)"

Discussion: HGRV Worksheet

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**Wk. 14: Apr. 13/15**

Lecture: SE Culture Area & Native Americans in Kentucky  
Video: "A Native Presence (KY) & The Case of Slack Farm"  
Property Rights, Heritage, Cultural Resource Management

Reading: KAS Booklet-"The Prehistoric Farmers of Boone County, KY (FPFA)"

Discussion: FAFP Worksheet

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**Wk. 15: Apr. 20/22**

Lecture: The Lumbee of Robeson County, North Carolina  
Video: "Fine in the World-Lumbee Language & Lumbee Identity"  
Native American Identity

Reading: Online Websites-Lumbee Tribe and Lumbee River Development Association

Discussion: Online Assignment; **CE#6-Self-Representation/Internal Issues**

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**Wk. 16: Apr. 27/29**

Lecture: Native Peoples & Contemporary Issues  
NAs & Biological Anthropology  
NA Health Issues: Case Study - Lumbee

Reading: Sutton-Ch. 13

Discussion: Sutton-Ch. 13 Worksheet; The Mascot Controversy

**Resources on Bb:**

US Census 2000  
Human Organization & Practicing Anthropology Bib on NAs  
How to Trace Indian Ancestry  
NCAI Index  
KY Heritage Council/KAS

**UK LibGuide:** Native Peoples of North America

## **THIS IS AN EXAMPLE OF THE WORKSHEETS ON THE SUTTON TEXTBOOK WE USE IN DISCUSSION:**

Students answer the questions before class then bring the worksheet to discuss in discussion section meetings. The TAs are provided with answers so that they are consistent in guiding discussion across all sections.

### **ANT221: Native Peoples of North America**

Peoples of the Arctic are **biologically distinct** from other North American groups (not a separate race of course). Supports the **migration theory** in that these are the **most recent immigrants** (in the span of time) and are related to northern Asian groups including group in Siberia. Remember, The Arctic circumvents the North Pole too.

### **Ch. 3 – Native Peoples of the Arctic Worksheet (be succinct in your answers!)**

#### **1. Discuss terminology of groups within the Arctic culture area.**

There are many groups and they overlap with Subarctic groups in areas too.

Highlights the **problems of naming**. What outsiders (including other NAs) call NAs (usually is or becomes derogatory) and what they call themselves (usually means “humans” or “the people”).

**Lumping:** Europeans failed to recognize differences; called them all “Eskimos” after naming one group in late 1500s.

**Two groupings based on language:** no need to know all the **dialects** (regional variations of one language).

-**Aleut** (open ocean): in the Aleutian Island chain

-**Eskimo** (ice): varied Eskimo groups; the rest of N. Amer. Arctic; various terms means “human beings.”

#### **2. Look at map (Fig. 3.1), note the location of the different groups.**

Arctic culture area is huge; many groups but **population density (persons per sq. mi.)** is not great.

**Food collectors** tended to live in smaller groups and require large territories to exploit the resources sufficiently. There is diversity in the groups and how they **make a living (food, shelter, clothing)** also.

Some are **band level** (10-30 in group); some live in **villages**.

#### **3. What is the general geography and environment of the Arctic? 2 million square miles!! It is cold, icy, large areas of open icy water that is complex: seas, bays, inlets, lots of islands; ice moves constantly.**

Topography can virtually change within hours. Requires a complex knowledge to utilize, survive, thrive.

#### **4 major regions:**

-The Canadian Shield: exposed granite bedrock, few hills, covered with ice; eastern Arctic to Greenland

-mountain ranges: western Arctic

-coastal plain: NW Alaska east to western Canada

-Aleutian Islands: west from SW Alaska

**Low levels of sunlight**, much reflected by snow/ice; **cycles** of all dark, all light in Arctic Circle; **COLD always!**

Little precipitation, less evaporation; it is a **DESERT!** Some warming in “summer”; some melting of ice pack occurs in coastal areas; windy.

4. What is the general vegetation like in the Arctic? Not many plant resources to exploit.

**Polar Desert:** permanently frozen (until recently)

**Tundra:** permafrost (subsoil is frozen); topsoil thaws some in summer, so there are wetlands, bogs; small trees, some types of small vegetation including flowers, lichens, mosses can grow.

5. What is the boundary between the Arctic and the Subarctic culture areas? **coniferous treeline**, a zone where trees gradually decrease until none.

6. What type of animals are generally available in the Arctic? Lots to exploit! **Hunters** more than gatherers.

**Land:** caribou, bears, musk ox, wolves, lyn and many **fur-bearing species**, wabbits, birds.

**Sea:** many species of whales, seals (**most important**), walrus, dolphin, porpoise, fish!

### Ch. 3 – The Inuit: An Arctic Case Study

a. **Where are the Inuit located?**

-northern part of Quebec-Labrador Peninsula (Ungava), incl. Ungava Bay, eastern shore of Hudson Bay, islands

b. **Describe the environment.**

-water on three sides, cold, frigid, dangerous; very cold, snow, ice; coastal islands, interior regions of tundra; short, relatively warm summer; survival is interesting here; think about early peoples; food is mostly along the coasts (coastal migration); seasonal use of interior (Beringia); using current populations to understand the past.

c. **Describe the language.**

-Eskimo-Inuit family; Western Inuit language; two dialects

d. **Give highlights of their history.**

-1610: first contact with outsiders; conflictual

-1750: Hudson's Bay Trading Post; minimal contact & trade until 1903 when Canada took over; metal boats, guns, Western clothing is imported; still okay until 1960 when Canada tightens control; effectively ending the traditional way of life.

e. **Describe the cosmology.**

-complex; focused on relationships with animals; largely unknown because of disruption by missionaries; animals & humans speak the same language & can change into each other; shamanism (the first religion)

f. **Politics and external relations?**

-50 small bands (each with 2-5 families/headman); 3 regional bands (each with local bands); land not owned; people exploited the coast; personal property for livelihood; sharing, cooperation required (e.g., building maintain umiaks); flexibility; women could be shared with no idea of "adultery" but people did fight over women; settled by contests esp'ly singing contests; war with Subarctic group waged by shamans;

g. **Social organization?**

-basic nuclear family

-some extended families when needed

- bilateral kinship; you need good relations with everybody!
- division of labor by age, gender, ability
- men/hunters; women/domestic; cooperation of gender for large tasks

#### **h. Life cycle?**

- high infant mortality; infanticide when necessary; 2-4 yrs birth space
- arranged marriage; serial monogamy?; polygyny was okay; berdaches okay; flexible in all ways
- patrilocal
- easy marriage; easy divorce

#### **i. Economics?**

- animals were subsistence
- requires both individual & communal hunting
- food adequate but there was famine; cannibalism but not talked about
- stored food (a big freezer!)
- seal was most important
- walrus, whales, caribou required cooperative hunting
- polar bears, other smaller mammals could be individually hunted
- also fished, shellfish, urchins
- very few plants that were seasonal
- what can you depend on?

#### **j. Material culture & technology?**

- use what you have!
- snow/ice houses; subterranean sod interior houses; sealskin tents for communal gatherings
- kayaks (2 types small & large), umiaks, dogsleds
- drowning is an issue!
- clothing was most important: layering, furs, waterproofing; sealskin gut for waterproof parkas, boots, polar skin pants worn by special guys like Nanook
- animal parts for decoration/jewelry
- women were tattooed
- both had long hair
- ingenious uses of basic resources: flint, bone, ivory, stone, horn

#### **k. Religion and medicine?**

- shamanism
- flat earth; sky dome
- circular time
- inhabited by controlling spirits
- all is change (can you see that?)
- reincarnation
- many rules to ensure life continues
- Mother Seal

**l. Art, expression, and recreation?**

- stone, bone, ivory, some wood from the forests in the south
- nature iconography
- drum dancing popular
- games/gambling

**m. The Inuit today?**



# General Education Course Approval Cover Sheet

Date of Submission 10/04/10

## 1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Global Dynamics	<input type="checkbox"/>

## 2. Provide Course and Department Information.

Department: Anthropology

Course Prefix and Number: ANT221 Credit hours: 3

Course Title: Native Peoples of North America

Expected Number of Students per Section: 25 Course Required for Majors in your Program (check one)? Yes  No

Prerequisite(s) for Course? ANT101 OR 160

This request is for (check one) A New Course  An Existing Course

### Departmental Contact Information

Name: Juliana McDonald Email: jmcd02@uky.edu

Office Address: 203C Lafferty Hall Phone: 257-2888

## 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

## 4. Signatures

Department Chair:  Date: 10/28/10

Dean:  Date: 10/19/10

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form**  
**U.S. Citizenship/Diversity/Community**

**Course Name:** ANT 221: Native Peoples of North America

**College:** Arts & Sciences

**For Review Committee Use Only**

Accept  Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Page 7: Week 9 (Mar. 9/11) The week is a second week devoted to the Southwest culture area. The Hopi and Navajo are case studies. (Students read and discuss case studies in each culture area.)

Brief description or example:

Students compare and contrast 2 identities (Hopi & Navajo) within a culture area with chapter worksheets to guide the discussion. Students analyze similarities and differences in sociopolitical organization, religion, gender/sexuality, language, and internal divisions. Students learn about and discuss a long term conflict between the 2 over resource control. The case of the NA Church and use of peyotism is used to foster a discussion of religious freedom in the US with a class exercise and lecture material.

- Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Page 8: Week 14 (Apr. 13/15) This week is a second week devoted to the Southeast culture area (includes KY). Food collectors and farmers are the case studies in KY.

Brief description or example:

This week focuses on current property rights and cultural resource control by highlighting the case of Slack Farm followed by a discussion about control of the past and NA artifacts. Students read NAGPRA of 1990 and discuss the disparity with which NAs are treated in the US legal system regarding these important cultural resources. E.g., while NAGPRA is a federal law, state laws vary greatly. Guest speakers discuss individual responsibility toward these cultural artifacts and what students can do to ensure their protection.

- Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Page 8: Week 16 (Apr. 27/29) The last 2 weeks of class are devoted to contemporary issues (the Lumbee are the case study).

Brief description or example:

All discussion the last 2 weeks pertain to contemporary NAs in the US today: where they are in the class structure, disparities of health care/access, social problems, as well as positive representations, efforts at self-determination, and future directions of research. Students debate the mascot controversy which is a critical focal point to understand ethnocentrism and cultural relativism. The reading summarizes all these issues.

- Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:
- Societal, cultural, and institutional change over time
  - Civic engagement
  - Regional, national, or cross-national comparisons
  - Power and resistance

Date/location on syllabus of such evidence:

A & D. Page 6: Week 3 (Jan. 26/28) This week is devoted to the history of European invasion and conquest.

Brief description or example:

Student reading and lectures cover a broad overview of NA history of resistance to European invasion, land takeovers, ethnocide and genocide of NAs. The history of change in government treatment of NAs and the response of US society to NAs is highlighted (e.g., the development of a social conscience).

- At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Page 6: Week 3 (Jan. 26/28) and Week 5 (Feb. 9/11)  
Class exercises

Brief description or example:

Students review and write about chosen movie or media source for a discussion of stereotypes (past and current). Students evaluate different ways that Americans view and treat different ethnicities.

Students review and write about the history of broken treaties and federal decision making (e.g., the Boldt Decision). Students evaluate what the federal government owes or does not owe NAs in light of this history.

- Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

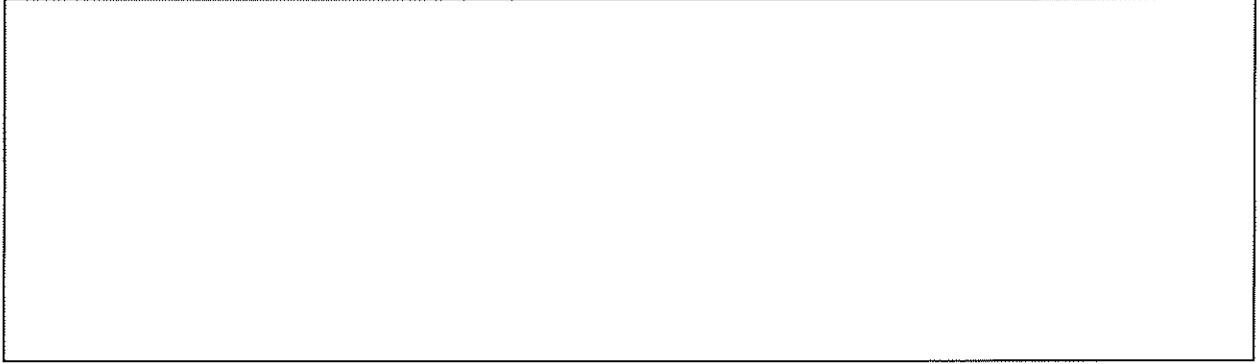
Date/location on syllabus of such an assignment:

Page 3: Writing Grade (Topic/Outline/Draft/Annotated Bib/Final Paper)

Brief description or example:

Students will choose a group of Native Americans not previously covered in course materials and write a 15 page formal research paper that will cover a baseline description, history, how they have survived into the present, and contemporary issues. This requirement helps students understand how to use academic resources as well as how to build a solid research paper from the beginning to end.

Reviewer Comments:



**Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)