

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION
ANTHROPOLOGY 2500 3(3-0-0), UT, WINTER2010
NORTH AMERICAN ABORIGINAL PEOPLES

Instructor: Dr. Laurie Nock

Phone: 539-2830 (office); 539-7348 (home)

Office Hours: Wednesdays and Thursdays 1-2:30. Drop-ins welcome.

Office: C215

E-mail: lnock@gprc.ab.ca

Delivery method: lecture

Pre-requisites: AN1010

Calendar description: Ethnographic survey of First Peoples, focusing on the interplay between environment, economic, political, social and ideological systems, and experience with the modern world.

REQUIRED TEXT

Morrison, R. Bruce and Wilson, C. Roderick (2004). *Native peoples: the Canadian experience*. Oxford University Press.

Other readings will be assigned during the term.

COURSE DESCRIPTION

This course serves the dual purpose of helping students learn of the aboriginal societies of North America, and demonstrating the value, techniques and shortcomings of the ethnographic method. We shall study the peoples of the principal cultural/ecological areas of North America (the Arctic, Subarctic, Plateau, Plains, California, Northwest Coast, Northeastern Woodlands, Southeastern Woodlands and the American Southwest), ranging from mobile foraging bands to agricultural societies. We shall study the coherence between levels of economic, political, social and ideological complexity (or hierarchy) and associated environmental factors. This in turn will be shown to be related to the historical experience of the peoples of these areas, and to the pattern and timing of intrusion by the modern world system. Approaches to this subject matter include general ethnographic overview reinforced by multiple resources additional to the course texts in the attempt to create an experiential understanding of indigenous peoples across North America, past and present.

REQUIREMENTS AND EVALUATION

Following an introduction to the course and major concepts, a different culture area will usually be covered each week. During the first class of the week, we will “construct” the ethnography of the culture area together, students contributing what you have learned in your reading and the instructor adding comments and information. Much of the second class in the week will be used to add images and impressions from other media, e.g. photographs, films, stories, maps, etc.

As the goal is for students to develop knowledge and understanding of the physical and cultural areas of North America, “active reading” of the course texts is essential. To this end, students must submit at least six “Culture Area” assignments for sixty percent of the course grade. Another twenty percent will be contributed by “Lasting Impressions” assignments. (These assignments are described below.) The remaining twenty percent of the course grade will be based on in-class assignments. Emailed assignments are not accepted, and there will be no make-ups for in-class assignments.

Any changes to this plan or to the assignments will be made in consultation with students.

MARKING AND GRADING

Assignments for this course will be ultimately marked on a percentage scale. Each Culture Area assignment is worth 10 marks and each Lasting Impression worth 2 marks, adding up to 80. In-class assignments will be added to this.

A+	90-100%
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	55-59
D	50-54
F	0-49

FOR STUDENT USE

You may wish to keep track of your grades here.

CULTURE AREA ASSIGNMENTS

Culture area

Mark

1.

2.

3.

4.

5.

6.

7.

8.

LASTING IMPRESSIONS (List as completed)

CLASS PARTICIPATION / ATTENDANCE

CULTURE AREA ASSIGNMENTS – Six at 10% each

Each of these assignments will contribute 10% to the final course grade for a total of 60%. (If more than six are submitted, the best will be used in calculating your course grade.) These are not expected to be more than five double-spaced pages in length. They must be submitted on the instructor's door by 4 p.m. Thursday of the week we are covering the appropriate culture area. (You are strongly encouraged to have these ready in draft form for Tuesday's class.) **One** and only one late assignment will be accepted on Monday of Week 15. These assignments have three parts:

1) Answer the questions on the assigned readings. Most can be answered from the text itself; some may require thinking through or a quick Google search. In most cases, answers will be brief. (6 points)

2) In order to expand our understanding of anthropology, ethnographic description, terminology and methods, develop **two** brief anthropological questions and seek to answer them. This could take the form of seeking the definition of an anthropological term or the origins or consequences of a particular practice, for example. Another possibility is to learn more of a particular anthropologist and his or her work. Your research could take you onto the Internet, into reference books, databases or monographs in the library, or into introductory anthropology textbooks! Detailed references to your sources must be provided. (2 points)

3) Seek out at least **two** additional sources of information on the particular culture area. These might be films, magazine articles, books, websites, or even accounts of your own experience. It is most important that you describe your findings and explain their significance to your understanding of the culture area. (2 points)

You are also encouraged to pose questions or make comments regarding your reading and your learning. These can then be discussed in class. When appropriate, the instructor will also post your submissions to parts 2) and 3) on Blackboard, as other students will likely find them of great value!

LASTING IMPRESSIONS – Ten at 2% each

In these ten assignments (which will likely average one double-spaced page in length), you are to consider the images and information most salient to you about each culture area. Discuss learnings from readings **as well as** class discussion, supplementary materials and activities. A draft of these must be submitted by 10 a.m. of the Monday following the week we've dealt with the culture area, either via Blackboard or on paper, although you are encouraged to write them up immediately. **One** late "Lasting impression" may be submitted on Monday of Week 15.

GUIDE TO REFERENCES

If you use a direct quote (or a diagram, or statistics) from an author, your source must be acknowledged. The quotation must be exact! For example:

“There is a basic contradiction in the structure of girls’ social relationships. Friends are supposed to be equal and everyone is supposed to get along, but in fact they don’t always. Conflict must be resolved, but a girl cannot assert social power or superiority as an individual to resolve it.” (Maltz & Borker, 2003, pp. 164-165).

If you paraphrase an author or use ideas which are not your own, your source must still be acknowledged. Include the name of the author, publication date, and (usually) page number. For example:

Poverty and ignorance are not necessarily the best explanation for why people avoid drinking milk. Lactase production is not common among adults around the world (Ember, Ember & Peregrine, 2002, p. 2).

In referring to an author whose work is cited in a text you are using, refer to the latter, not to the original source. For example:

Easter Island was apparently covered by subtropical forest for thousands of years before it lost its trees. (Flenley & King as paraphrased in Diamond, 2003, p. 95).

References to information downloaded from the Internet are similar to those used for print materials. For example,

In seventeenth-century Turkish cafes, coffee was accompanied by smoking tobacco from elaborate *narghile* (Gercek, 1986).

REFERENCES

- Barnes, N., et al. (Coproducers), and Weitz, P. and Weitz, C. (Directors) (2002). About a boy. Universal Pictures.
- Diamond, J. (2003). Easter's end. In Aaron Podolefsky and Peter J. Brown (Eds.), *Applying anthropology: an introductory reader* (pp. 92-97). Boston, Mass.: McGraw-Hill Higher Education.
- Ember, C.R., Ember, M. & Peregrine, P.N. (2002). *Anthropology*. Upper Saddle River, N.J.: Prentice Hall.
- Gerkec, G. (1986). Narghiles. *Antikas, the Turkish journal of collectable art*, 11.
Retrieved December 22, 2002 from <http://hookahkings.com/articles/article4.htm>
- Maltz, D.N. & Borker, R.A. (2003). A cultural approach to male-female miscommunication. In Aaron Podolefsky & Peter J. Brown (Eds.), *Applying anthropology: an introductory reader* (pp. 160-171). Boston, Mass.: McGraw-Hill Higher Education.
- Moyers, B. (Executive Editor) & Tatge, C. (Producer) (1988). The first storytellers, Program Three of *The power of myth*. New York, NY: Mystic Fire Video, Inc.
- Theroux, P. (2002, December). Hawai'i: Preserving the breath. National Geographic 202 (6), 2-41.

These go in alphabetical order according to the (first) author's surname. Anthology articles (and journal articles) are attributed to the author/s of the article, not the editors of the volume. The year of publication is the year of the anthology, not the original year of publication of the article. Underline titles of books or journals. Consult an APA style guide (some of which are available on-line), if you have doubts.

REFERENCES – ESSENTIAL ELEMENTS FOR WEBSITES

Principles:

The reader should be able to quickly locate items in the list of references from information in in-text references. Authors, places of publication etc. are all of interest.

Reader isn't reading at computer, doesn't have computer copy to click on URL.

Authors must receive credit for their work.

In-text references

(Author, year)

(Title, year)

Not a URL.

List of references

Author. (year of publication). **Unitalicized, uncapitalized, unbolded, unquoted** title of article. In *Whatever website title*. Retrieved on the date from the URL – cut and paste.

Unitalicized, uncapitalized, unbolded, unquoted title of article for which you can find no author. (year of publication). **Look hard for the author's name and for the original date of publication.** In *Whatever website title*. Retrieved on the date from the URL – copy and paste.

Not a URL alone.

Wikipedia is not an author; in general, *Wikipedia* articles do not have an author.

http://en.wikipedia.org/wiki/Wikipedia:Citing_Wikipedia

For example:

Plagiarism. (2004, July 22). In *Wikipedia, The free encyclopedia*. Retrieved August 10, 2004, from <http://en.wikipedia.org/wiki/Plagiarism>

Wikipedia conveniently offers coaching in "Cite this page", down the left side of the page. Click on it.

These go in alphabetical order in the list of references according to the surname of the first author or (lacking an author) according to the first letter of the first word after "the" or "an". **Not arranged by date of publication or place of publication.**

A great site:

Neyhart, D. et al. (2009). APA formatting and style guide: reference list: electronic sources. *The OWL at Purdue*, retrieved March 14, 2009, from

<http://owl.english.purdue.edu/owl/resource/560/10/>

COURSE SCHEDULE

Weeks 0-1	Introduction to the course and to major themes
Week 2	The Arctic
Week 3	The Subarctic
Week 4	Great Basin
Week 5	Plateau
Week 6	The Plains
Week 7-8	The Northwest Coast
Week 9	California
Week 10	The Northeastern Woodlands
Week 11	The Southeastern Woodlands
Week 12-13	The American Southwest

WEEKS 0-1 INTRODUCTION TO ETHNOGRAPHY

Ecological adaptation

- geographical location, climate
- productive activities, resources available and used
 - e.g. food cultivation, more or less intensive, wild rice
- foraging: sea mammals – whales vs. seals
 - land mammals – herds (caribou), bison w/ or w/out horse
 - vs. individuals (moose)
- fishing – lake or runs
- technological base: tools and knowledge
- demographic features – size and density of population

FORMS THE BASIS OF THE CULTURE AREA CONCEPT
(How does language relate?)
FORMS THE BASIS FOR HISTORICAL EXPERIENCE

Economic organization

- access to resources, e.g. land, animals, tools
 - usufruct vs. ownership
- division of labor and/or occupational specialization
- distribution of production: sharing, trade and/or tribute

Social organization

- residence/settlement pattern: mobile/nomadic to settled/urban
- type of community; egalitarian or hierarchical society
- family, household and kinship structure:
 - matri/patri –local or –lineal
- marital patterns and practices—polygyny, monogamy,
 - in/formality
- gender relations: hierachical, egalitarian
- kin / non-kin based organizations
- social interaction: ranked differences, egalitarian

Political organization

- band, village, tribe / confederacy, chiefdom
- type of government, formal or informal
- authority structures or consensus
- conflict resolution and social control—law, enforcers
- relations w/ neighbors—war, trade, travel, migration

Ideology, worldview and/or religion

- art forms
- mythology, deities, forms of worship
- ceremonies and rituals
- values and beliefs that shape behavior
 - (science, approaches to nature, religion)