I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**ANTHR 150 Native People of North America**

Introductory survey of Native North Americans. Protohistory will be examined, with emphasis on historic and contemporary culture groups and their politics, economics, and religions. The impact of non-Native peoples on indigenous cultures will be explored. Field trips might be required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   A. The anthropological study of indigenous cultures of North America:

      1. time perspective
      2. comparative method
      3. holistic point of view
      4. culture concept
      5. cultural relativistic perspective

   B. The earliest inhabitants: origins and interpretations

   C. The indigenous cultures of:

      1. Pacific Northwest
      2. Arctic and Sub-Arctic
      3. Southwest
      4. Prairie-Plains
      5. Southeast
      6. Northeast
      7. Intermontane West and California

B. **HOURS AND UNITS**

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<th>INST METHOD</th>
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<th>UNITS</th>
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<td>Lect</td>
<td>54.00</td>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, reading and writing projects.
2. Photographic slides, films/videos, discussion, and reading.
3. Writing assignments emphasizing descriptive, analytical and evaluative skills.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Student workload outside of class may include, but is not limited to:

1. Weekly reading of textbook and other assigned readings, reading of extra source materials both primary and secondary as provided in class, encouragement of independent research in areas of interest that may be discussed in weekly lectures.

2. Weekly preparations for exams using lecture notes, reviewing textbook readings and other assigned readings, answering study questions, writing of response papers, and group study sessions.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

1. Writings emphasizing the descriptive, analytical and evaluative skills. Example essay prompt on exams:

Evaluate how the kinship structure in the Iroquois differs from that of the Navajo. Be sure to include a discussion of residence patterns and patterns of descent.

Assess how the shift in the national and international economy in the last three decades has propelled the resurgence of indigenous life patterns for Native North Americans. Use three culture areas in your analysis.

Example response paper:

Visit the Great Valley Museum on the West Campus and write an essay about how the local Native Americans are represented in the exhibit. Compare and contrast this with the concepts that we have covered in class so far.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Assess Native North American prehistoric, historic and contemporary cultures, and compare aspects of their rituals and institutions within cultural contexts.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
   
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Identify and evaluate the anthropological approach to a study of the Native North Americans.
   
   b. Discuss and evaluate the probable origin and distribution of the earliest North American indigenous cultures.
   
   c. Identify the indigenous culture areas of North America.
   
   d. Discuss, analyze and evaluate Native American adaptive strategies in the areas of technology, economic organization, political organization, kinship, social organization and supernaturalism.
   
   e. Analyze changes in North American aboriginal rituals and institutions with colonialism.
   
   f. Assess current issues including heritage, gaming and sovereignty.
   
   g. Discuss and apply the anthropological perspective in addressing Native American cultural issues in contemporary American society.
   
   h. Compare selected indigenous cultures through film/video and slides.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. In-class discussions
   
   2. Group projects
   
   3. Group and/or individual writing projects
   
   4. Response papers

B. **SUMMATIVE ASSESSMENT**

   1. Essay exams (required)
   
   2. Objective testing
   
   3. Research paper