

SS 140: NORTH AMERICAN INDIANS (3 credits/3 hours) PROFESSOR LAGANA

Section F-124 Monday, Tuesday, and Thursday 12:10-1:00 PM Room S-424

FALL 2010: READING LIST AND COURSE OUTLINE

- Please make sure that you read this course outline: answers to just about any questions you have about the course can be found here. If you ask me a month from now, for example, when my office hours are or what chapters you should be reading, that probably means you haven't read this course outline. This course outline is also posted on my web page here at Queensborough.
<http://www.qcc.cuny.edu/SocialSciences/flagana/flagana.asp>
- This is a college-level course, and you're all expected to treat it like one. That means coming to class regularly, coming to class prepared, paying attention, participating in class discussions, acting like grown-ups, and doing all of the assigned readings. If you're not prepared to do all of this, then you should consider dropping the course now while you can still get a refund. Please remember that this is college, not the 13th grade.

I. REQUIRED TEXTBOOK

This is the book that everyone has to read this semester. It is available in the bookstore (you should also be able to buy it from Amazon or some other online bookseller; there should also be a copy at the reserve desk in the library. **Please make sure that you get the third edition of this book (it has a brown cover).**

Mark Sutton – An Introduction to Native North America (Allyn and Bacon Publishers –third edition).

This book will be the basis for class lectures and discussions. **I will also be giving a variety of handouts on various topics throughout the semester; you're responsible for reading those as well.**

II SUPPLEMENTARY READINGS: these four books should all be available at the reserve desk in the library. You will find them useful for further information on many of the topics discussed in the textbook and in class. You may also find them useful for ideas and information about possible topics for your research paper.

A) Gordon R. Willey: Introduction to American Archaeology

B) Harold Driver: The Indians of North America.

C) Spencer and Jennings: The Native Americans.

D) Leacock and Lurie: North American Indians in Historical Perspective

- III. COURSE REQUIREMENTS:** there will be two exams, one sometime in mid-October and a second exam at the end of the semester. The first exam will consist of some short answer questions; on the second exam you can expect both short answer questions and at least one essay.

A) You also have to write a research paper for this course. This paper must be at least 7-8 pages long and you have to use at least 3-4 references in your paper (books, magazines, academic journals, web sites, etc). No references from encyclopedias please and no more than 2 of your references can be from the Internet. You have to do most of your research the old-fashioned way: by going to a library.

B) Your paper can be on any aspect of Native American life, either before or after the European invasion of North America, which began in 1492. Please see me for possible topics if you can't come up with one on your own.

C) You must submit a topic for your research paper by Monday October 26 at the very latest; if you hand in an outline later than October 26 the grade you get on your paper will be reduced by one-half grade. Along with a topic, you also have to give me a brief outline (typed) of your paper. In this outline, please indicate your approach to the topic, some of your ideas about your topic, and some of the references that you will be using. No paper will be accepted unless you've handed in an outline.

D) Try to choose a topic that you're interested in; don't choose a topic because you think I might be interested in it. Also, try not to choose too broad a topic. For example, instead of writing a paper about Native American religions. It would be better to limit the paper to a specific area of North America or, even better, the religious beliefs and practices of one specific group of people. You should start thinking about a topic as soon as possible; don't wait until the night before the outline is due. If you have trouble coming up with a topic on your own, please talk to me for suggestions.

E) I will be spending one or two classes talking in more detail about the paper: how to organize it, how to research it, how to do a proper bibliography, etc. A paper which does not conform to the proper format will be returned to you without a grade.

F) This research paper will be due the week of December 6. The last day for handing in your research papers will be Thursday December 9.

IV FINAL GRADE: the book analysis paper will count for about 25% of your final grade. The two exams together also will count for about 25% of your final grade. The research paper will count for about 50% of your final grade. Class attendance and class participation will also be taken into account.

V OFFICE HOURS: my office is in Room 119 of the Medical Arts Building. The office phone number is 718-281-5017. My office hours this semester are as follows: Monday 10:30-11:00 AM, Tuesday 4:30-6:00 PM, and Thursday 10:30 – 11:00 AM and 3:30-4:00 PM.. If you can't make it during these office hours, please talk to me before or after class to set up an appointment at another time.

VI **E-Mail:** please send any e-mail to the following address:
frank11217@gmail.com

I can also be reached at this address: **flagana@qcc.cuny.edu**.

While I'm on the subject of e-mail, here are three things to remember whenever you send an e-mail to one of your professors.

A) When you send e-mail to a professor, please make sure that you use some semblance of proper written English. For example, do not use common e-mail and text messaging shorthand such as "u" instead of "you", "r u" instead of "are you", "plz" instead of "please", etc. **I will not reply to any email that's not written in proper English.**

B) When you send e-mail to a professor, please make sure that you put something in the subject line of the e-mail to let the professor know that it's from a student. Please use the free e-mail account (Tigermail) you have here at Queensborough. This account can be easily accessed either from home or at school.

C) Last year I got an e-mail from a student with the e-mail name of "RagingPimp". Another e-mail came from a student calling herself "HotnSexyChicana". Amusing as these sort of names might be, you should all try to use a more neutral sounding name for school-related e-mail. Would you send a resume to a prospective employer with the name "RagingPimp"? I hope not. **I will not reply to any email with an inappropriate name.** Once again, please use your Tigermail account when writing about school-related matters.

IV. **ATTENDANCE POLICY:** you cannot expect to do well in this course unless you come to class regularly. **If you are absent from more than 6 classes without a very good reason, you're likely to fail the course or at the very least have your grade reduced. Minor illnesses, parking problems, your work schedule, court appearances, etc are not valid reasons for missing class.** If you do miss a class or two, it's your responsibility to get the notes you missed from another student. If you're going to miss several classes because of illness or some other good reason, I expect you to let me know, either by phoning or by e-mail. **It's also important that you get to class on time; students who arrive late to class disturb everyone, especially me. If you're going to be more than 10 minutes late to class, don't bother coming at all; anyone arriving more than 10 minutes late will be marked absent.**

V. **CLASS RULES:** please make sure that you **get to class awake and on time**. Try to refrain from catching up on your sleep, reading the newspaper, playing on your laptop, or conducting your courtships while in class. Please do not eat your lunch or breakfast or anything else during class. **If you carry a cell phone, make sure you turn it off and put it away before class begins. If you use your phone during class for any reason (that especially includes text messaging), you will be asked to leave for the day and you will be marked absent for the day. Anyone whose cell phone goes off during an exam will be penalized 5 points.** And please pay attention, or at least pretend to; if I think that your attention is starting to wander, you may find yourself called on to comment about what's being discussed in class.

- VI. **MAPS:** it would be a good idea if you all had access with a good map of North and Central America. If your knowledge of geography is weak or non-existent, it's going to be harder for you to follow what's going on in class.
- VII. **ACADEMIC INTEGRITY:** don't even think of cheating on any of the exams in this class – **the result will be a failing grade for the semester if you're caught** (you do have the right to appeal to the department committee on academic integrity). **Any written work that you hand in has to be entirely your own work and not the work of anyone else: handing in someone else's work on a written assignment will also warrant a failing grade for the semester: no excuses and no second chances.** Please remember that your professors know how to use Google too so don't even think of trying to get away with taking an assignment off of the internet.
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Notice for Students with Disabilities

Any student who feels that he/she may need an accommodation based upon the impact of a disability should contact me privately to discuss his/her specific needs. Please contact the office of Services for Students with Disabilities in Science Building, room 132 (718 631 6257) to coordinate reasonable accommodations for students with documented disabilities.

COURSE OUTLINE/COURSE OBJECTIVES

- **This course will be focusing on several basic questions about the native peoples of North America, the people who were here before Columbus, the people commonly (and mistakenly) known as American Indians. For the purposes of this course, North America refers to what is now the United States, Canada, and Mexico, as well as the islands of the Caribbean sea. By the time the semester is over you should be able to intelligently discuss and, if asked, write about, the following questions.**
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1. What have anthropologists and other scientists been able to learn about the origins of the people we call American Indians? Where did they come from, when did they get here, how did they get here? What has been learned about the earliest documented cultures of North America (some dating back as far as 15-20 thousand years ago and perhaps even longer than that)? Who were the first inhabitants of what Europeans would later call the “New World”?
2. How did the native peoples of North America adapt to the many different kinds of environments found on the continent? What were some of the different social, political and economic systems found in North America before the European invasion?
3. How did the native peoples of North America see themselves in relation to the world around them? How were these relationships expressed in areas of life such as art, philosophy, religion, and science?
4. What were the causes and the consequences of the European invasion of North America? What effects did the invasion have, both on native peoples and on Europeans (and on Africans as well)? How did native peoples respond to the demographic, ecological, and cultural changes that occurred after 1492?
5. What happened to native peoples during the 20th century? What have been the effects of government policy on native peoples and cultures? What will the 21st century be like?

OUTLINE OF READINGS FOR THE SEMESTER

Here is an outline of the major topics for the semester and the readings that you should be doing in the textbook. Please make an effort to keep up with the assigned readings. If there's anything in the textbook that you don't understand, it's your responsibility to ask about it. **Please remember that you cannot expect to do well in this course unless you do all of the assigned readings; that includes any handouts I give the class.**

WEEK OF:

August 30, September 6, September 13, September 20: Chapters 1 and 2 – Introduction and Prehistory (**these are both very important chapters to read, especially for those of you who lack some basic knowledge about American history**).

September 27 and October 4: Chapters 3 and 4 – The Arctic and Subarctic.

October 11: Chapter 10 – The Plains .

October 18 and October 25: Chapter 11 – The Northeast (**remember that a topic and an outline for research paper is due no later than Monday October 26**).

November 1 and November 8: Chapter 6 – The Northwest Coast

November 15: Chapter 9 – The Southwest.

November 22, November 29 and December 6: Chapter 13 – Native Americans in the 21st century. **Your research papers are due the week of December 6, any day that week Monday through Thursday. The last day for handing in your papers is Thursday, December 9.**

Please make an effort to read as many of the remaining 4 chapters as you can.

IMPORTANT DATES

August 26 (Thursday) – first day of classes.

September 6 (Monday) – no classes

September 9 (Thursday) – no classes

September 14 (Tuesday) – classes follow a Friday schedule.

October 11 (Monday) – no classes

October 25 –research paper topics and outlines due.

November 17 (Wednesday) – last day to withdraw from classes.

November 25 (Thursday) – no classes.

December 6 (Monday)– research papers due.

December 14 (Tuesday) – no classes

December 21 (Tuesday) – last day of classes and final exams

Final Exam week is scheduled to run from December 15- →21. Please organize your life so you can be here during that week.

REMEMBER: Your research paper topic and outline is due no later than Monday, October 25. The research papers are due the week of December 6, any day that week Monday - →Thursday: absolutely no extensions or excuses so don't even think about asking. The last day for handing in your research papers is Thursday, December 9. Handing in your work on time is important if you expect to get very far in college.

SS 140 NORTH AMERICAN INDIANS**PROFESSOR LAGANA****FALL 2009: BOOK ANALYSIS PROJECT**

There are five books (besides the textbook) listed on the course outline; **you have to read one of them, no exceptions.** Each book presents a different perspective on the history and cultures of native North America, both before and after the European invasion.

- A) Asen Balikci: **The Netsilik Eskimo.**
- B) Frances Berdan: **The Aztecs of Central Mexico: An Imperial Society.**
- C) Robert Berkhofer: **The White Man's Indian: Images of the American Indian from Columbus to the Present.**
- D) Alice Kehoe: **The Ghost Dance: Revitalization and Renewal.**
- E) Stuart Streuver and Felicia Antonelli Holton. **Koster: Americans in Search of Their Prehistoric Past.**

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You have to write an analysis of the book you've chosen to read. **This paper must be at least three pages long (it can be longer if you think you have something to say). That means three typed and doubled spaced (on standard sized paper) pages. A paper that's less than three pages long will be returned to you without a grade.** Please be sure that the pages are stapled together and numbered; please also make sure that you have a separate title page with the title of your paper and your name on it (this title page does not count as one of your three pages). I would be happy to look at a rough draft of your paper before you hand it in.

Your papers will be judged on the basis of content, organization **and the proper use of written English (that means pay attention to spelling, grammar, and punctuation).** The general appearance of your paper is also important so please hand in a paper that looks neat. This paper will count for about 25% of your final grade. I expect you to at least make an effort to write an intelligent, college-level paper.

This paper will be due on **Tuesday October 13 at the very latest. If you hand your paper in a day late it will be penalized one-half of a grade. More than one day late and it will be penalized one full grade. A paper that's more than a week late will get an "F"; no papers will be accepted after October 20.** You can also hand in your paper in earlier if you like.

Depending on which book you've chosen to read, here are some questions that I'd like you to try to answer in your paper. When writing your paper, remember that you're writing it for someone who has never read the book and who knows absolutely nothing about the topic of the book.

1. **Koster: Americans in Search of Their Prehistoric Past:** the Koster site, located in what's now the southern part of Illinois, is one of the most interesting and important sites ever discovered by archaeologists in the United States. If you write a paper on this book, there are three main questions I'd like you to focus on. First of all, what did archaeologists learn during their research at the site? Secondly, how did archaeologists learn about the past at Koster? In other words, what kinds of information and what kinds of methods do archaeologists use when they try to reconstruct the past. Finally, based on what you've read, what was life like at Koster over the several thousand years that it was occupied by people?
2. **The Netsilik:** these people, one example of the people we generally call Eskimos (even though most Eskimos today, at least in Canada, prefer to be known as "Inuit"), live in what is one of the harshest, most inhospitable environments on our planet: the North American arctic. Yet for thousands of years these people survived and they continue to survive. In your paper, I'd like you to focus on the main characteristics of the Arctic environment, and the kinds of problems people faced trying to survive in this environment? What kinds of solutions did the Netsilik develop for these various problems? In other words, I'd like you to focus on the interaction between people and their environment. If you decide to read this book, please keep in mind that this gives you a picture of what Netsilik life was like at a particular moment in time, not what Netsilik life is like today.
3. **The Aztecs of Central Mexico:** based on what you've read in this book, what would your life have been like had you been born in the Aztec capital city of Tenochtitlan in the late 15th century (just a couple of decades before the Spanish conquest)? How would your life have changed after the conquest? In writing about this, please be sure to talk about such things as family life, work, religion, warfare, politics, and whatever else you feel were important parts of Aztec life.
4. **The Ghost Dance:** please discuss this important 19th century Native American religious movement. I'd like you to talk about its origins (how it began), its development (how it spread), its ideology (what Ghost Dancers believed), and its consequences, both short term and long-term, for native peoples.

5. **The White Man's Indian:** the premise of this book is fairly straightforward: over the past 500 years people of European descent have created a variety of images, stereotypes, and myths, often very contradictory ones, about the native peoples of North America. These various ideas had (and still have) little or no relevance to the realities of American Indian life and history here in North America (at one time for example, many people of European descent firmly believed that American Indians were actually the descendants of ancient Hebrews; many members of the Mormon Church here in the United States still believe that.). Furthermore, these ideas were constructed at various times in history to suit the needs of people of European descent. If you've chosen this book to write about, I'd like you to discuss a few basic questions:
- a). what have been, as the author sees it, the most important of the various images and myths that have been constructed by people of European descent? How have these images been presented over the centuries, in literature, film, and other forms? Please make sure that you discuss the idea of savages versus noble savages here.
 - b). what were the various historical, political, and economic factors that led to the creation of these ideas about native peoples? For example, did defining native peoples as savages give Europeans a convenient rationalization for conquering them?
 - c). how much relevance do these ideas actually have to the realities of Native America life here, both before and after 1492?
 - d). what have been the effects, both short-term and long-term, of these images and myth on the native peoples of North America, and on the rest of us?

➤ **REMEMBER:**

1 This paper is due no later than Tuesday, October 13. If your paper is late, the grade on it will be reduced. If it's one day late, the grade is reduced by one-half (a B paper becomes a B- paper). If it's more than one day late, the grade gets reduced even more; a B paper becomes a C paper. If the paper is more than a week late, the grade for the paper will be an "F". No paper will be accepted after Tuesday, October 20. No extensions and no excuses.

2. This paper must be your own work and not the work of anyone else. I want it to be entirely in your own words; don't just copy from the book and please don't even think about googling the title of the book and copying a review of it. I (and most of your other professors as well) know how to use Google too. Any paper that shows evidence of dishonesty will result in a failing grade for the semester: no excuses and no second chances.

3. Your paper must be typed and it must have a separate title page.

4. Your paper has to look neat, with the pages stapled together and numbered.

5. Spelling and grammar count so please pay attention.