Welcome! This course examines the Native American cultures of California from prehistoric times to the present, including geographic origins, settlement areas, technology, subsistence patterns, social organization, religion, folklore, material culture and current issues of heritage preservation.

**The Student Learning Outcomes for this course are:**

1. Compare and contrast the prehistory of native cultures from prehistoric times to the present, including geographic origins, settlement areas, technology, subsistence patterns, social organization, religion, folklore, material culture and current social problems.
2. Analyze the history of California Indians based upon historical and archaeological materials.

**Course Objectives:**

1. Examine theories concerning the origins of and genetic relationships between various Native American tribes in California.
2. Evaluate predominant geographic and ecological influences on the culture and lifeways of representative pre-contact California native peoples.
3. Compare and contrast unique traits that define "Culture Areas" in Northern, Central and Southern California in relation to specific ecological and geographic factors and historical events.
4. Map the various "culture areas" of pre- and post-contact California, with reference to particular tribes, languages, patterns of subsistence, and forms of socio-political organization.
5. Analyze technology and material culture of Native Californians and the new adaptations and changes brought about by European contact through use of archaeological and historical materials.
6. Evaluate the need for cultural preservation and management of the Native California people’s surviving cultural resources and significant places.

**Required Texts:**


**Grading Information:**

My course will require you to work together and independently. I give four (4) in-class quizzes. You will be responsible for text readings, lectures, videos, films, and any additional readings and handouts provided. You will share knowledge and opinions about topics in various in-class exercises. You will be responsible for a research paper based on published archaeological and/or ethnographic materials about a particular California Indian cultural area or group.
4 Quizzes (50 pts./each W 9/23, M 10/26, W 11/18, W 12/9) ........................................... 200 pts.
Class Engagement/SLO Questions (1 pt/week x 10 weeks) ...................................................... 10 pts.
“Culture Area” Group Oral Presentations (10/7, 10/14, 10/21, 10/28, 11/4)................................. 40 pts.
Extra Credit Stuff: 50 pts. (Due: W 12/2) ....................................................................................... 0 pts.

TOTAL POINTS 300 pts.

Grades will be assigned in accordance with the following scale:
A=270-300
B=240-269
C=210-239
D=180-209
F=179 and below

Class Attendance: Regular attendance is essential for a thorough understanding of the material and successful performance in my class. Films, lectures, discussion and demonstrations are all vital components of the course. ANY STUDENT ABSENT FOR ANY REASON FOR MORE THAN 10% OF CLASS MEETINGS MAY BE DROPPED BY THE INSTRUCTOR PRIOR TO 75% OF THE COURSE.

Written Assignments: Students are expected to adhere to AAA style for their written extra credit assignments: http://www.aaanet.org/publications/style_guide.pdf

→ KEEP COPIES OF YOUR WORK UNTIL COURSE GRADES ARE OFFICIALLY POSTED.

Make-Ups and Late Assignments: There will be no make-ups for ‘in-class’ engagement or presentations. There are NO make-ups for quizzes. However, there are extra credit projects available.

Disabilities: All students who have a learning disability or any challenges, which may affect their performance in class and on quizzes, to speak with me as soon as possible. College resources for students with disabilities: http://www.canyons.edu/offices/dsps/Pages/default.aspx

Management of Stress: There is a broad range of confidential student services, including counseling, physical health, and mental health services available on campus for students at the Student Health & Wellness Center in the Student Services Building (across from the bookstore), by calling: (661) 362-3259 and online at https://www.canyons.edu/offices/health/Pages/default.aspx. If you or someone you know is having thoughts of suicide or is in severe distress, call the National Suicide Hotline: (800) 273-8255.

This syllabus is subject to change!
Any of the policies, statements, procedures, and deadlines in this syllabus may changes
<table>
<thead>
<tr>
<th>WEEK/TOPIC</th>
<th>ANTH 210 Class Schedule</th>
<th>Section #16640 READINGS</th>
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<tbody>
<tr>
<td><strong>Fall 2015</strong></td>
<td><strong>Welcome!</strong></td>
<td><strong>Welcome!</strong></td>
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<tr>
<td>What is Anthropology? Physical Anthropology/Origins (First People in the Americas)</td>
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<td>6 Geomorphic Provinces, A.L. Kroeber and Ishi, 5 Culture Areas</td>
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<td>Natural Ecology of California and Management of wild plants for food, medicine and tool making &amp; Quiz #1</td>
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<td><strong>Week 5: 9/21 &amp; 9/23</strong></td>
<td>Quiz #1: Wed. 9/23 (First Peoples, Osteology, Resources &amp; Native Land Management)</td>
<td>READ: <em>Lightfoot 2009</em>:38-49&lt;br&gt;HANDOUTS: Quiz #1 Study Guide</td>
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<tr>
<td>First Californians &amp; Early History</td>
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| Week 7: 10/5 & 10/7 | Colonial Period 1: Spanish System 1769-1833 | READ: Lightfoot 2005: 49-81 & Lightfoot 2005: 82-113
LINK: “Missions of California” http://www.missionscalifornia.com
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<td>Spanish Mission System (1769-1833) &amp; Culture Area: Northwestern California</td>
<td><strong>Wed. 10/7 Student Oral Presentation:</strong> Northwestern California (Yurok, Karuk, Pomo, Hupa, etc.)</td>
<td><strong>WEB LINK:</strong> “Missions of California” <a href="http://www.missionscalifornia.com">http://www.missionscalifornia.com</a></td>
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<tr>
<td>Russian Mercantile System (1812-1839) &amp; Culture Area: Central California</td>
<td><strong>Wed. 10/14 Student Oral Presentation:</strong> Central California (Yokut, Miwok, Maidu, Ohlone, Salinan)</td>
<td><strong>HANDOUT:</strong> Quiz #2 Study Guide</td>
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<td>Mexican Rancho Period (1821-1848) &amp; Culture Area: Southern California</td>
<td><strong>Wed. 10/21 Student Oral Presentation:</strong> Southern California (Chumash, Luiseño, Gabrieliño/Tongva, Cahuilla)</td>
<td><strong>WEB LINK:</strong> “Missions of California” <a href="http://www.missionscalifornia.com">http://www.missionscalifornia.com</a></td>
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<tr>
<td>Week 10: 10/26 &amp; 10/28</td>
<td>Quiz #2: Mon. 10/26 (Protohistoric, Colonial Periods, Rancho Period)</td>
<td><strong>READ:</strong> Lightfoot 2005: 234-239</td>
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<tr>
<td>Review &amp; Quiz #2 &amp; Culture Area: Colorado River</td>
<td><strong>Wed. 10/28 Student Oral Presentation:</strong> Colorado River (Mojave &amp; Yuma/Quechan)</td>
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<td>American Period (1848-1900) &amp; Culture Area: Great Basin/Santa Clarita River</td>
<td><strong>Wed. 11/4 Student Oral Presentation:</strong> Great Basin/Santa Clarita (Paiute, Shoshone)/Santa Clarita River (Tataviam)</td>
<td><strong>Johnston-Dodds, Kimberly 2002 “Early California Laws and Policies Related to California Indians”</strong> <a href="https://www.library.ca.gov/crb/02/14/02-014.pdf">https://www.library.ca.gov/crb/02/14/02-014.pdf</a></td>
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<td><strong>WEB LINK:</strong> Bales, Rebecca 2005 “Winema and the Modoc War: One Women’s Struggle for Peace” <a href="http://www.archives.gov/publications/prologue/2005/spring/winema.html">http://www.archives.gov/publications/prologue/2005/spring/winema.html</a></td>
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<td><strong>EXTRA CREDIT EVENT:</strong> Saturday, Nov. 7, 2015 at Autry Museum Griffith Park ($9/ea.) “American Indian Arts Marketplace” 10AM-5PM Info: <a href="https://theautry.org/american-indian-arts-marketplace/overview">https://theautry.org/american-indian-arts-marketplace/overview</a></td>
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Week 12: 11/9 & 11/11
(Veteran’s Day)
Twentieth Century Part 1:
Assimilation
(1900-2000)

Wed. Nov. 11th is Veteran’s Day
Holiday

https://www.youtube.com/watch?v=de7fZonJD1M

Week 13: 11/16 & 11/18
Twentieth Century Part 2:
Self-Determination
(1970-Present)
Review & Quiz #3

Research Paper’s Bibliography
Due: Mon. 11/16
Quiz #3: Wed. 11/18
(Native American Culture Areas)

READ: Rosenthal 2012: 129-154
HANDOUT: Quiz #3 Study Guide
LINKS:
http://www.mountwashingtonhomeownersalliance.com/mauer_native_americans_history
; Chumash:
http://www.sbnature.org/research/anthro/chumash/; Gabrielino/Tatviam:
http://www.tataviam-nsn.us ; Luiseño:
http://lajollaindians.com/lajollatribe/

Week 14: 11/23 & 11/25
Twentieth Century Part 2:
Self-Determination
(1970-Present) cont.
Research Paper’s Outline Due:
Mon. 11/23

READ: Rosenthal 2012: 155-168

Week 15: 11/30 & 12/2
Cultural Resource
Management, Sovereignty &
Heritage Issues
Research Paper’s Draft Due:
Mon. 11/30
Extra Credit Due: Wed. 12/2

READ: “… Protection of Native American Human Remains”:
LINKS:
Calif. Native American Heritage
Commission
http://nahc.ca.gov/codes/

Week 16: 12/7 & 12/9
Review and Quiz #4
Research Paper’s Final Due:
Mon. 12/7
Quiz #4: Wed. 12/9
(Twentieth Century, CRM,
Sovereignty & Heritage)

HANDOUT: Quiz #4 Study Guide
Mandatory Attendance for Last Day
Class: Wednesday, December 9, 2015

Student Conduct in Class:

Please be considerate to others and do not use unauthorized personal electronic devices during class. Please silence your cell phones (setting them to vibrate is okay) and keep them inside a closed backpack or handbag throughout the class period and during exams. During a quiz, your cell phone, other personal electronic devices, and any other items (except for the quiz, pencil and SanTron form) must not be in the testing area. Please let me know if you have to use your cell phone for an emergency during class. Violation of exam guidelines warrants immediate referral to the Dean of Students for disciplinary action.

Absences: Attendance is important in this class. Please send me an email or text message before the missed class if you have an emergency. If you have to exit the classroom during class, do so quietly. Please do your best to arrive on time.
Student Conduct Policies of College of the Canyons:

- **Student Conduct Statement:**
  

- **Academic Integrity Statement:**
  
  [http://www2.canyons.edu/Faculty/takedad/Documents/ClassFiles/B/AcademicIntegrity.pdf](http://www2.canyons.edu/Faculty/takedad/Documents/ClassFiles/B/AcademicIntegrity.pdf)

- **Plagiarism Statement:**
  “...To facilitate a culture of academic integrity, College of the Canyons has defined plagiarism and academic dishonesty. At College of the Canyons, we define plagiarism as follows: Plagiarism is the submission of someone else’s work or ideas as one’s own, without adequate attribution. When a student submits work for a class assignment that includes the words, idea or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor’s knowledge and approval. To be specific, below are some of the situations that will be considered plagiarism at College of the Canyons:

  - Use information from any source, online or in print, in one’s own writing without acknowledging the source in the content and in the reference page of the assignment;
  - Simply list the sources in the reference page, without parenthetical citations in the body of the essay;
  - Take more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author’s name in the parentheses or in the reference page;
  - Turn in work done for other classes, regardless how big or small the assignment may be, without the instructors approval—this is considered “self-plagiarism,” which is a form of academic dishonesty or,
  - Turn in work by another student, even by accident.

In addition, College of the Canyons has strict rules against using electronic devices during exams without the instructor’s approval. To be specific, absolutely no cell phones or any electronic devices can be in the testing area without the instructor’s approval. The presence of electronic devices during exams may be considered as intention to cheat and will be processed as a form of academic dishonesty. Cases of alleged academic dishonesty, such as plagiarism or cheating, will be referred to the Dean of Student Services for investigation.

Disciplinary Action:


Due Process of Disciplinary Action


Family Educational Rights and Privacy Act-FERPA Guidelines


Student Grievances


Student Grades and Grade Review Process


My favorite quote by primatologist Dr. Jane Goodall, DBE:

*We have a choice to use the gift of our lives to make the world a better place.*