

# Indians of California

Anth 210 • Section #16640 • Fall 2015

**Instructor:** Angela R. Kirwin, M.A.  
**Email:** [angela.kirwin@canyons.edu](mailto:angela.kirwin@canyons.edu)  
**Emergency:** Classroom phone dial "7"

**Office Hours:**

Mon/Wed: 12:45PM –2:00PM  
Room: Boykin Hall #103 "Anthropology Storage"  
**Library Login:** <http://www.canyons.edu/library> > "Find Articles" User name: **magic** & Password: **mountain**

**Class Location & Hours:**

Valencia Campus, Boykin Hall #106  
M/W 11:00AM to 12:20PM  
First Day of Class: Mon., August 24, 2015  
Last Day of Class: Wed., December 9, 2015

**Web:**

<http://anthromama.com/college-of-the-canyons/>

**Drop Dates:**

Drop without a "W": 9/6/15  
Drop (final deadline): 11/15/15

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:**

Lightfoot, Kent G.

2006 *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontiers*. Berkeley, CA: University of California Press. **ISBN-13:** 978-0520249981 (approx. \$30) Pp. 355.

Lightfoot, Kent G. and Otis Parrish.

2009 *California Indians and their Environment: An Introduction (California Natural History Guides)*. Berkeley, CA: University of California Press. **ISBN-13:** 978-0520256903 (approx. \$22) Pp. 512.

Rosenthal, Nicolas G.

2012 *Reimagining Indian Country: Native American Migration & Identity in Twentieth-Century Los Angeles*. Chapel Hill, NC: University of North Carolina Press. **ISBN-13:** 978-0-8078-3555-5 (approx. \$23) Pp. 239.

**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.
Individual Research Paper (Topic/RQ-9/21, Bib.-11/16, Outline-11/23, Draft-11/30, Final-12/7).....	50 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](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**

<i>Fall 2015</i> <b>WEEK/TOPIC</b>	<b>ANTH 210</b> <b>Class Schedule</b>	<i>Section #16640</i> <b>READINGS</b>
<b>Week 1: 8/24 &amp; 8/26</b> What is Anthropology? Physical Anthropology/Origins (First People in the Americas)	<b>Welcome!</b>	READ: <b>Lightfoot 2009:2-36</b> LINKS: <b>Calif. Indians Languages Groups</b> <a href="http://www.parks.ca.gov/?page_id=23548">http://www.parks.ca.gov/?page_id=23548</a> <b>California Tribal Communities:</b> <a href="http://www.courts.ca.gov/3066.htm">http://www.courts.ca.gov/3066.htm</a> <b>“Tracking the First Americans”:</b> <a href="http://ngm.nationalgeographic.com/2015/01/first-americans/hodges-text">http://ngm.nationalgeographic.com/2015/01/first-americans/hodges-text</a>
<b>Week 2: 8/31 &amp; 9/2</b> Physical Anthropology/Origins (Osteological Markers of Ancestry)		READ: <b>Lightfoot 2009:38-49</b> HANDOUTS: <b>“Attributing Ancestry”</b> (Osteological Markers of Ancestry) LINKS: <b>“The Kennewick Man Finally Freed to Share His Secrets”:</b> <a href="http://www.smithsonianmag.com/history/kennewick-man-finally-freed-share-his-secrets-180952462/">http://www.smithsonianmag.com/history/kennewick-man-finally-freed-share-his-secrets-180952462/</a>
<b>Week 3: 9/7 (Labor Day) &amp; 9/9</b> 6 Geomorphic Provinces, A.L. Kroeber and Ishi, 5 Culture Areas	<b>Choose a “Culture Area” for Group Oral Presentations Wed 9/9</b> Culture Areas: <ol style="list-style-type: none"> <li>1. <b>Northwestern California</b> (Yurok, Pomo, Hupa)</li> <li>2. <b>Central California</b> (Yocut, Maidu, Miwok, Yana/Yahi, Ohlone, Salinan)</li> <li>3. <b>Southern California</b> (Chumash, Luiseño, Tongva/Gabrieliño, Cahuilla, Serrano, Diegueño)</li> <li>4. <b>Colorado River</b> (Mojave &amp; Yuma/Quechan)</li> <li>5. <b>Great Basin/Local</b> (Paiute, Shoshone, Tataviam)</li> </ol>	READ: <b>Lightfoot 2009:50-70 &amp; Lightfoot 2005:30-48</b> EXTRA CREDIT FIELD TRIP: Saturday, Sept. 12, 2015 @ 8:30AM “Medicinal Plant Walk on Sisar Creek in Upper Ojai” with Lanny Kaufer and Dr. James Adams (USC School of Pharmacy) \$25/\$20 for 10, Register: <a href="http://herbwalks.com/event/medicinal-plant-walk-with-dr-james-adams-of-usc-school-of-pharmacy-2/">http://herbwalks.com/event/medicinal-plant-walk-with-dr-james-adams-of-usc-school-of-pharmacy-2/</a>
<b>Week 4: 9/14 &amp; 9/16</b> Natural Ecology of California and Management of wild plants for food, medicine and tool making & Quiz #1	<b>Research Paper’s Topic/RQ Due: Mon. 9/14</b>	READ: <b>Lightfoot 2009:94-122 &amp; 124-140</b> LINKS: <b>Ecological Zones of California</b> <a href="http://www.epa.gov/wed/pages/ecoregions/na_eco.htm">http://www.epa.gov/wed/pages/ecoregions/na_eco.htm</a>
<b>Week 5: 9/21 &amp; 9/23</b> First Californians & Early History	<b>Quiz #1: Wed. 9/23</b> (First Peoples, Osteology, Resources & Native Land Management)	READ: <b>Lightfoot 2009:38-49</b> HANDOUTS: Quiz #1 Study Guide
<b>Week 6: 9/28 &amp; 9/30</b> Protohistoric Period (1540-1769)	Protohistoric Period: First-Hand Accounts of European Explorers in California	READ: <b>Lightfoot 2005: 1-29</b> EXTRA CREDIT FIELD TRIP: Saturday, Oct. 3, 2015 @ 11AM, Autry Museum Griffith Park (\$2/ea.) <a href="https://theautry.org/plan-your-visit/maps-and-directions">https://theautry.org/plan-your-visit/maps-and-directions</a>

<p><b>Week 7: 10/5 &amp; 10/7</b> Spanish Mission System (1769-1833) &amp; Culture Area: Northwestern California</p>	<p>Colonial Period 1: Spanish System 1769-1833</p> <p><b>Wed. 10/7 Student Oral Presentation: Northwestern California</b> (Yurok, Karuk, Pomo, Hupa, etc.)</p>	<p>READ: <b>Lightfoot 2005: 49-81 &amp; Lightfoot 2005: 82-113</b> LINK: “<b>Missions of California</b>” <a href="http://www.missionscalifornia.com">http://www.missionscalifornia.com</a> EXTRA CREDIT FIELD TRIP: Friday, Oct. 16, 2015 @ 9:30AM, Ventura Museum (\$3/ea.) <a href="http://venturamuseum.org/visit-us/museum-of-ventura-county/">http://venturamuseum.org/visit-us/museum-of-ventura-county/</a></p>
<p><b>Week 8: 10/12 &amp; 10/14</b> Russian Mercantile System (1812-1839) &amp; Culture Area: Central California</p>	<p>Colonial Period 2: Russian Mercantile System 1812-1839</p> <p><b>Wed. 10/14 Student Oral Presentation: Central California</b> (Yokut, Miwok, Maidu, Ohlone, Salinan)</p>	<p>READ: <b>Lightfoot 2005: 114-153 &amp; Lightfoot 2005: 154-180</b></p>
<p><b>Week 9: 10/19 &amp; 10/21</b> Mexican <i>Rancho</i> Period (1821-1848) &amp; Culture Area: Southern California</p>	<p>Mexican <i>Rancho</i> Period 1821-1848</p> <p><b>Wed. 10/21 Student Oral Presentation: Southern California</b> (Chumash, Luiseño, Gabrieliño/Tongva, Cahuilla)</p>	<p>READ: <b>Lightfoot 2005: 181-209 &amp; Lightfoot 2005: 210-233</b> HANDOUT: Quiz #2 Study Guide</p>
<p><b>Week 10: 10/26 &amp; 10/28</b> Review &amp; Quiz #2 &amp; Culture Area: Colorado River</p>	<p><b>Quiz #2: Mon. 10/26</b> (Protohistoric, Colonial Periods, Rancho Period)</p> <p><b>Wed. 10/28 Student Oral Presentation: Colorado River</b> (Mojave &amp; Yuma/Quechan)</p>	<p>READ: <b>Lightfoot 2005: 234-239</b></p>
<p><b>Week 11: 11/2 &amp; 11/4</b> American Period (1848-1900) &amp; Culture Area: Great Basin/Santa Clarita River</p>	<p>American Period (1848-1900)</p> <p><b>Wed. 11/4 Student Oral Presentation: Great Basin/Santa Clarita River</b> (Paiute, Shoshone)/Santa Clarita River (Tataviam)</p>	<p>READ: “<b>Teaching with Documents: Treaty of Guadalupe Hidalgo</b>” <a href="http://www.archives.gov/education/lessons/guadalupe-hidalgo/">http://www.archives.gov/education/lessons/guadalupe-hidalgo/</a> Johnston-Dodds, Kimberly 2002 “Early California Laws and Policies Related to California Indians” <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> <b>Bales, Rebecca 2005 “Winema and the Modoc War: One Women’s Struggle for Peace”</b> <a href="http://www.archives.gov/publications/prologue/2005/spring/winema.html">http://www.archives.gov/publications/prologue/2005/spring/winema.html</a> EXTRA CREDIT EVENT: 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></p>

<p><b>Week 12: 11/9 &amp; 11/11</b> (Veteran's Day) Twentieth Century Part 1: Assimilation (1900-2000)</p>	<p><b>Wed. Nov. 11<sup>th</sup> is Veteran's Day Holiday</b></p>	<p>READ: <b>Rosenthal 2012: 11-30 &amp; 31-48 &amp; 49-74 &amp; 75-101</b> LINK: "The Massacre at Wounded Knee" (2006) 9:54 min. <a href="https://www.youtube.com/watch?v=dc7fZonjDIM">https://www.youtube.com/watch?v=dc7fZonjDIM</a></p>
<p><b>Week 13: 11/16 &amp; 11/18</b> Twentieth Century Part 2: Self-Determination (1970-Present)  Review &amp; Quiz #3</p>	<p><b>Research Paper's Bibliography Due: Mon. 11/16</b>  <b>Quiz #3: Wed. 11/18</b> (Native American Culture Areas)</p>	<p>READ: <b>Rosenthal 2012: 129-154</b>  HANDOUT: Quiz #3 Study Guide LINKS: <a href="http://www.mountwashingtonhomeownersalliance.com/mauer_native_americans_history">http://www.mountwashingtonhomeownersalliance.com/mauer_native_americans_history</a> ; Chumash: <a href="http://www.sbnature.org/research/anthro/chumash/">http://www.sbnature.org/research/anthro/chumash/</a> ; Gabrielino/Tatviam: <a href="http://www.tataviam-nsn.us">http://www.tataviam-nsn.us</a> ; Luiseño: <a href="http://lajollaindians.com/lajollatribe/">http://lajollaindians.com/lajollatribe/</a></p>
<p><b>Week 14: 11/23 &amp; 11/25</b> Twentieth Century Part 2: Self-Determination (1970-Present) cont.</p>	<p><b>Research Paper's Outline Due: Mon. 11/23</b></p>	<p>READ: <b>Rosenthal 2012: 155-168</b></p>
<p><b>Week 15: 11/30 &amp; 12/2</b> Cultural Resource Management, Sovereignty &amp; Heritage Issues</p>	<p><b>Research Paper's Draft Due: Mon. 11/30</b>  <b>Extra Credit Due: Wed. 12/2</b></p>	<p>READ: "... <b>Protection of Native American Human Remains</b>": <a href="http://nahc.ca.gov/resources/a-professional-guide-for-the-preservation-and-protection-of-native-american-human-remains-and-associated-grave-goods/">http://nahc.ca.gov/resources/a-professional-guide-for-the-preservation-and-protection-of-native-american-human-remains-and-associated-grave-goods/</a> LINKS: <b>Calif. Native American Heritage Commission</b> <a href="http://nahc.ca.gov/codes/">http://nahc.ca.gov/codes/</a></p>
<p><b>Week 16: 12/7 &amp; 12/9</b>  Review and Quiz #4</p>	<p><b>Research Paper's Final Due: Mon. 12/7</b>  <b>Quiz #4: Wed. 12/9</b> (Twentieth Century, CRM, Sovereignty &amp; Heritage)</p>	<p>HANDOUT: Quiz #4 Study Guide  Mandatory Attendance for Last Day Class: Wednesday, December 9, 2015</p>

### 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:**

[http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP\\_5529.pdf](http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP_5529.pdf)

- **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:

[http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP\\_5530.pdf](http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP_5530.pdf)

Due Process of Disciplinary Action

[http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP\\_5531.pdf](http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP_5531.pdf)

Family Educational Rights and Privacy Act-FERPA Guidelines

[http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP\\_527.pdf](http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP_527.pdf)

Student Grievances

[http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP\\_532.pdf](http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP_532.pdf)

Student Grades and Grade Review Process

[http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP\\_533.pdf](http://www.canyons.edu/Offices/BOT/Documents/BoardPolicies/5000/BP_533.pdf)

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.*