



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ANTH
Course Number:	6
Descriptive Title:	Native Peoples of North America
Division:	Behavioral and Social Sciences
Department:	Anthropology
Course Disciplines:	Anthropology
Catalog Description:	This course is designed to provide an understanding of the origins, culture areas, and cultural characteristics of native peoples north of Mexico. Topics include the prehistory of these aboriginal New World populations, cultural adaptations to various environments, and interactions with non-natives during and following the period of European expansion.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	English 1 or eligibility for English 1A or qualification by appropriate assessment
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Humanities Area D - Social Sciences

Term:	
Other:	
IGETC:	Area 3B - Humanities Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Culture as Holistic</p> <p>In a written assignment or objective exam, students will demonstrate an understanding of culture as an integrated system. Using a selected native group as a case study, students will need to identify a minimum of 3 parts of culture that may be interconnected and describe how these parts are interrelated.</p> <p>SLO #2 Four-Field Approach</p> <p>In a written assignment or objective exam, students will demonstrate an understanding of the four-field approach in anthropology as it relates to the study of native peoples of North America. Students will need to identify each of the four sub-fields of anthropology, the major area(s) of study within each field and describe how each field might approach the study of native peoples.</p> <p>SLO #3 European Contact</p> <p>In a written assignment or objective exam, students will demonstrate an understanding of how contact with Europeans dramatically altered native populations and their various cultures. Using a selected case study, students will need to identify specific areas of native culture that were changed by contact and describe the changes that took place.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Evaluate major theories concerning the origins of native peoples of North America. 2. Identify major physical characteristics and biological affiliations of North American native peoples. 3. Explain the significance of linguistic analysis as it relates to native peoples of North America. 4. Describe the culture areas of the North American native peoples and discuss the major cultural traits for each location. 5. Evaluate the significance of key contributions made by native peoples of the new world to non-natives. 6. Analyze the major historical cultural themes in native-white relations during the period of European colonialism. 7. Analyze contemporary perspectives held by North American native peoples including the values held by groups in rural, reservation, and urban areas. 8. Examine historical events and social movements that impact the lives of contemporary North American native peoples.
Major Topics:	<p>I. Images of Native Peoples of North America (3 hours, lecture)</p> <p>A. Early European Views</p>

B. The Impact of Anthropology on Native Cultures

1. Nineteenth-Century Anthropology

a. Early Studies

b. Museums

2. Twentieth-Century Images

II. Contributions of the New World and its Native Peoples (4 hours, lecture)

A. Foods

B. Agricultural Technology

C. Knowledge of Native Plants

D. Art

E. Worldview

F. Sports

III. Overview of Language, Population Data, Biological Affiliation and Physical Types (3 hours, lecture)

A. Culture Areas

B. Political Entities

IV. A General Prehistory of North America (3 hours, lecture)

A. Origin Theories

B. The PaleoIndian Period

1. Archaeological Evidence

2. Mesoamerican Influences

V. Native Peoples of the Arctic and Sub-Arctic (3 hours, lecture)

A. Geography and Environment

B. Prehistory of the Arctic

C. Historical Ethnographic Research

1. Political Organization

2. Social Organization

3. Economics

4. Material Culture

5. Religion

D. Contemporary Case Study: The Inuit of Quebec

VI. Native Peoples of the Northwest Coast (3 hours, lecture)

- A. Geography and Environment
- B. Prehistory of the Northwest Coast
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Study: The Kwakiutl of the Pacific Northwest

VII. Native Peoples of Western North America: Plateau and Great Basin (3 hours, lecture)

- A. Geography and Environment
- B. Prehistory of the California and the Plateau and Basin Areas
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Study: Owen's Valley Paiute

VIII. Native Peoples of the Southwest (3 hours, lecture)

- A. Geography and Environment
- B. Prehistory of the Southwest
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Studies: The Hopi and The Navajo

IX. Native Peoples of the Great Plains (3 hours, lecture)

- A. Geography and Environment
- B. Prehistory of the Plains
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Study: The Cheyenne

X. Native Peoples of the Northeast (3 hours, lecture)

- A. Geography and Environment
- B. Prehistory of the Northeast
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Study: The Iroquois

XI. Native Peoples of the Southeast (3 hours, lecture)

- A. Geography and Environment
- B. Prehistory of the Southeast
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Study: The Cherokee

XII. Native Peoples of California (5 hours, lecture)

- A. Geography and Environment
- B. Prehistory of California
- C. Historical Ethnographic Research
 - 1. Political Organization
 - 2. Social Organization
 - 3. Economics
 - 4. Material Culture
 - 5. Religion
- D. Contemporary Case Study: The Chumash

XIII. American Government Policies and Practices Affecting Culture Change of Native Peoples (3 hours, lecture)

- A. Pre-Revolutionary Policies
- B. United States Indian Policies
- C. Cultural and Biological Impacts
 - 1. Disease
 - 2. The Fur Trade
- D. The Spanish Mission System

XIV. Contemporary Values and Perspectives of Native Peoples of North America (3 hours, lecture)

- A. Revival of Native Culture
- B. Native Peoples and American Politics
 - 1. The Native American Indian Movement
 - 2. Land Claims

XV. Contemporary North American Native Peoples (3 hours, lecture)

- A. Rural and Reservation Areas
- B. Urban Settings
- C. Gaming
- D. Objections to Images and Icons

XVI. Contemporary Movements of Native Peoples of North America (3 hours, lecture)

- A. The Native American Indian Movement
- B. Native American Religion
- C. The Peyote Religion

	XVII. Social Problems of Contemporary Native Peoples (3 hours, lecture) A. Health Care B. Alcohol C. Education
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Many agricultural products were 'given' to the rest of the world by the native peoples of North America. Using Jack Weatherford's <u>Indian Givers: How the Indians of the Americas Transformed the World</u> , write a three- to five-page essay assessing the spread of three North American native peoples products and their impact on the world economy.
Critical Thinking Assignment 1:	In a two- to three-page essay, examine the relationship between European fur traders and native peoples of the northeastern United States. Focus on the diffusion of European cultural items into native groups, and the growing dependence on those European goods.
Critical Thinking Assignment 2:	In a two- to three-page essay, identify the cultural changes that were forced upon North American native peoples by Euro-Americans and analyze how they resulted in changes in the social structure of native peoples. Examine the role of revitalization movements, as a response of forced change, in restructuring native communities.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Textbooks:	Mark Sutton, <u>Introduction to Native North America</u> , 5th edition, Routledge, 2017.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	English 1 or
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and assignments.</p> <p>ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Requisite Skill:	eligibility for English 1A or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	<p>This course involves reading college level textbooks, written assignments and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Wayne Bramstedt
Date:	09/07/1976
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Angela (Rodriguez) Mannen
Date:	10/21/2021
Last Board Approval Date:	