Course Name: Peoples of the World – North America  
Course Number: ANTH 311  
Credits: 3 Credits

COURSE CREDITS:  
(3) This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:  
PREREQS: ANTH 110 or ANTH 210 or completion of social processes and institutions requirement.

COURSE DESCRIPTION FROM CATALOG  
ANTH 311. PEOPLES OF THE WORLD-NORTH AMERICA (3).  
Survey of peoples around the world. Early settlement, cultural history, ecological adaptations, population, family and gender roles, religious ideology, political and economic systems, modern social changes, and contemporary issues pertaining to indigenous peoples in culturally distinct regions of the world. Emphasis is placed on dispelling stereotypic images, both past and present. (NC) (Bacc Core Course)

Baccalaureate Core Course Attributes: Core, Pers, Cult Diversity, Liberal Arts Non-Western Core

CONTACT INFORMATION:  
Instructor: Margaret Mathewson  
Email: mathewsm@onid.orst.edu  
mailbox in Waldo 238

For more information, contact: CARI MAES (Undergraduate) 218 WALDO, cari.maes@oregonstate.edu; SARAH CUNNINGHAM (Graduate), 541-737-1304, sarah.cunningham@oregonstate.edu

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:

**Required Readings:**

**Books:**
Sarris, Greg. *Mabel McKay: Weaving the Dream*. Berkeley: Univ of California Press. 1994. (We will read this entire book towards the end of term. Please obtain a copy. It is available used in many places as well as at the OSU Bookstore)

Chapters and articles from various sources are scanned on-line in the weekly folders

Turner, Nancy. *The Earth's Blanket: Traditional Teachings for Sustainable Living*. Seattle: U Washington. 2005 (We will read several chapters, These are scanned in the weekly folders. The full book is available in the OSU Bookstore)


Munson, Barbara. "Not for Sport: A Native American Activist calls for an end to 'Indian' team mascots" *Teaching Tolerance* 15: Spring 1999.

Farnell, Brenda. "Retire the 'Chief'" *Anthropology Newsletter* 39:4 April 1998


COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

Course Description and Objectives
The objective of this course is to provide students with an introduction to the native peoples of North America prior to and after European contact. The classic approach to this subject is to survey the many Native American cultures that have existed by dividing them into culture areas, language stocks and vegetation zones. This course will briefly introduce these broad surveys but then follow a different path. It is more useful to today's students to learn about these cultures as they exist in the modern world and how ancestral traditions function today.

We will examine broad ranging concepts by looking at a few of these many diverse cultures in more detail and each from a slightly different perspective. Many people are familiar only with the stereotypical Plains Indian or the Eastern Algonkian from early colonial history and literature. In order to bring home these concepts to Oregon based students, emphasis will be placed on the West. The Northwest Coast region (including the Willamette Valley) will be used to discuss subsistence, land use issues and the relation of humans to the plant world. The Arctic will be used to discuss world view, social roles and human/animal relations. The Southwest will be used to discuss language and education also in relation to the landscape. California will be used to discuss illness and healing—individual, community and universal.

Although the focus will be shifted from area to area, the concepts will build on those from previous regions. Students will learn about the inter-relatedness of landscape, environment, subsistence patterns, language, art, stories, health, and belief systems in Native American cultures. Concepts of land use, interactions with plants and animals in the resource base, subsistence activities, material culture, worldview and spirituality are not separate spheres.

Emphasis will be placed on drawing the view of native culture from the fixed past into the active present and future and the dispelling of stereotypes that are still very active in the modern American mainstream. Discussions will emphasize how ancient traditions are maintained in the modern world by reading modern accounts and a number of Native American authors. Films will also provide a modern perspective.

Course Outcomes and Skills- Bac, Core Course in Cultural Diversity
- To identify and analyze characteristics of a cultural tradition outside of European/American culture.
- To demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
- To describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.
- To gain an understanding of the diversity of Native North American cultures and environments.
- To learn about and appreciate Native American values toward the land and natural resources.
- To demonstrate an understanding of the holistic and interrelated nature of culture.
- To gain critical thinking skills, specifically in learning to counter the dominant American stereotypes of Native Americans.
- To identify and describe different perspectives and values of land use, education, art, kinship, and religion.
- To observe how cultural traditions change and continue over time and into the future
- To define the concept of syncretism and list examples.
- To observe the diverse ways that different Native American groups continue ancestral life skills and world views and incorporate modern elements into traditional practices.

**COURSE CONTENT AND POLICIES:**

Course Requirements

Because this is an on-line class, written lectures are designed to assist students in drawing concepts out from the readings. There is a great deal of reading. Each section of the class builds on information presented earlier. Students will find that **regularly keeping up with the reading and films** is crucial to their success in understanding the subject matter and keeping up with the discussion board.

Grades will be determined out of a total of **200 points** divided as follows:

1) **3 tests worth 50 points each- 150 points.**
2) **2 small research assignments worth 10 points each- 20 points**
3) **A 3-5 page writing assignment worth 15 points**
4) **Discussion board participation worth 15 points. This is required for full points. This is not extra credit.**

**The class point total is 200 points.** The final grade will be calculated out of 200 points. 180-200- A range. 160-180- B range. 140-160- C range. Below 140- not passing

1) The tests will be open during weeks 5, 8 and finals week. You will schedule with a proctor to take the test during this time. Each test is worth 50 points. (Test total 150 points) See the class calendar for the exact times and dates of the tests this term. Test questions will be drawn from every aspect of the class- lectures, discussions, films and readings. All tests will draw on concepts presented throughout the class but will focus details on the material presented since the last test. For example, students may be asked to compare and contrast what they learned about a previous region or concept, with what they are currently studying. Questions will be multiple choice, True/False, and matching. The exams will not be curved, but I reserve the right to do so should the need arise.

**All exams are proctored.** See "Test Information" in the testing folder for more on the format and logistics of test taking. If you choose the Proctor-U option, you must use a computer at test

This course is offered through Oregon State University Ecampus. For more information visit: [ecampus.oregonstate.edu](http://ecampus.oregonstate.edu)
time that is up to date, that will be able to download pictures, and with a camera. Exams are open note/open book but you will not be able to use any portable electronic devices at test time so make hard copies of your notes, etc.

2) In the 2 small research/writing assignments, students will find an example in the media and explain it in relation to class material. These will be posted in full, in weeks 2 and 8, and are due week 5, and finals week.

3) There will also be a 3-5 page writing assignment worth 15 points. Students may choose one of 5 topics presented in the 'Assignments' module, for this small paper. They involve some side reading and relating the information back to class material. This is due at the end of final’s week along with Assignment #2.

4) Discussion board- Study questions will be posted each week in the lectures. Some of these questions are merely review of the data presented, in preparation for test time. Other questions are designed to provoke thought and discussion. Many of the topics presented are highly controversial. Students will post comments on the discussion board each week in response to any of these questions, or pose a question or comment of their own for discussion. Please do not take these discussions as a chance to air personal beliefs either for or against our discussion topics (many of which will involve religion). Please maintain an objective and constructive discussion in line with academic study of a multicultural issue. Comparison and contrast- yes; judgement- no. These discussions are for you. I will jump in with a question or comment, if I see the discussion faltering. Please address any questions you may have that are directly to me, to my e-mail mathewsm@onid.orst.edu or to the Canvas Inbox in the upper right corner of the course site screen.

5) Extra Credit opportunities- See the individual weekly lectures for possible extra credit assignments. These are scattered throughout the class but concentrated in the first few weeks. Please post your extra credits on the class site provided. You may post as many as you wish. There are do due dates. These are used at the end of class to pull a student up if they are in a borderline grade area. They are not worth any set number of points. They will not be graded with points and will be taken into consideration at the end of the course only to move up grades that are in borderline areas.

**Academic Honesty**

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

I hope that this will not be an issue in this class. Cheating, plagiarism, or fabrication are acts of academic dishonesty and, in accordance with OSU’s policy on academic dishonesty, will not be tolerated. Members of the college community are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to present the words, ideas, data or work of another as one’s own, or to cheat on an examination corrupts the essential process of learning. Anyone caught engaging in any form of academic dishonesty may fail the course. (refer to AR #15, http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2883)
EVALUATION OF STUDENT PERFORMANCE:
In the OSU online catalog, refer to AR 18 and AR 19 regarding assignment of grades.

STATEMENT REGARDING STUDENTS WITH DISABILITIES
Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)
Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

This course is offered through Oregon State University Ecampus. For more information visit: ecampus.oregonstate.edu.
For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior

PLAGIARISM

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE:

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

TUTORING

For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING

We encourage you to engage in the course evaluation process each term – online, of course. The evaluation form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to "Online Services/MyOSU" to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.