

Anthropology 7
Southern California Indians
Saddleback College
Ticket #XXXXXX

Professor Alana L. Jolley

E-mail: ajolley@saddleback.edu

Cell Phone: 949-306-7987

Consultations by appointment

Anthropology of the Southern California Indians

Anthropology 7 introduces students to the holistic discipline of anthropology with regards to the survey of California Native American Cultures. The main focus will be late prehistoric, early historic and contemporary groups. Students will discover a multitude of cultural concepts, enabling them to view the many complexities of various Native California indigenous groups through a wide cultural lens.

Course Description

Every discipline has its own language and terms, which we will explore. This helps students formulate responses, research new topics, evaluate current research, and apply new methodologies. Some topics covered will be: archaeological evidences, ethno-history, first contacts, the Mission Period, the Mexican Period, the Colonial Period, and contemporary period. Discussions will include kinship and descent, gender roles, marriage and family, language and communication, and ways applied anthropology has been used to solve the challenges brought about by disruption of their Native cultures and globalization processes.

Course Objectives

- To become familiar with and understand the cultural concepts, theories, and issues relating to the Southern California Native Americans, past and present.
- To appreciate the long history of Native American culture in California.
- To understand how anthropology differs from other disciplines when studying ancient cultures.
- To appreciate the relevance of cultural behaviors when defining indigenous groups.
- Learn to apply anthropology concepts to the cultural challenges that the Native Californians have faced in their struggles for survival.
- Be able to discuss, analyze, write about, and apply anthropology concepts to particular cultural groups of historic Native California.

Required Textbooks:

PLEASE BRING TEXTBOOKS TO FIRST DAY OF CLASS – Very Important!

Indians of California: The Changing Image, by James J. Rawls.

A World Transformed: Firsthand Accounts of California Before the Gold Rush, edited by Joshua Paddison.

Course Requirements

Attendance/Participation: Participation and attendance is essential to success in this class. Students are expected to participate in discussions and use the Blackboard system.

Blackboard (Bb): used to enhance learning, includes e-mail, discussion boards, grades, announcements, and PPT lectures. Username is your Saddleback College e-mail address and password. Bb e-mail is my source of communication with you outside of class. Please check Bb daily. (<http://socccd.blackboard.com>)

Classroom Conduct: Some students have jobs or commuting difficulties. If you are late occasionally; enter class quietly. No **cell phones, no texting during class.**

Exams: No major exams in this class – BUT – there will be five vocabulary tests, and 5 Reaction papers. A mid-term essay written in class, and a Web Quest research project.

Grading:

Grades depend upon points earned. 400 points is possible. Vocabulary tests are worth 20 points. Five reaction papers are worth 20 points each. For each class period a Reaction paper is late, five points will be taken from the total possible.

Reaction papers: Completed outside of class, 3 pages typed, double spaced, size 12 font. May be thoughts about articles, class discussions, lectures, or films. **Must** include vocabulary words/terms, concepts, theories, and data from class. From an anthropological point-of-view, describe, and explain in applicable anthropology terms.

Web Quests: A web quest is an internet research project on a Native California Indian subject chosen from a prepared list. Write a 3-page paper; give a 10-minute **maximum** oral presentation. Web Quests take the place of a final exam and will count 100 points (50 for written, 50 for oral).

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| Five Vocabulary tests (20 pts each) | 100 points |
| Five Reaction papers (20 pts each) | 100 points |
| Mid-term Essay (Blue Book required) | 50 points |
| Web Quest – (50 pts oral presentation, 50 pts paper) | 100 points |
| Attendance | 50 points |
| Total | 400 points |

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| 360-400 Points = | A | 320-359 Points = | B | |
| 280-319 Points = | C | 240-279 Points = | D | Below 240 = F |

30 POINTS MAY BE EARNED EXTRA CREDIT FOR ATTENDANCE AT MUSEUMS, LECTURES, PLAYS, CURRENT EVENTS, RELATIVE TO OUR SUBJECT MATTER. Proof of admission and a one-page paper gets 10 points each.

Late Paper Policy: There must be a valid reason – not excuse – for late papers.

Academic Dishonesty

Academic dishonesty is cheating – you know what cheating is. Academic dishonesty is also helping others to cheat. Penalties vary at my discretion. “Cheat sheet” follows you.

Special Services

“Special Services provides support/specialized instruction for students with disabilities.”
Office location: SSC113. www.saddleback.edu/serv/couns/dsps/

The LAP is available for tutoring and writing assistance for this course. Call or visit the LAP in the library, Rm114. (949) 582-4519/ www.saddleback.edu/library/

Vocabulary words will be given in class prior to the test. May include important people, words/terms in readings, or in PPT lectures. 20 points possible for each test.

Web Quests are not l – o – n – g research assignments. Three internet sources, **not Wikipedia or Dictionary**. Type a 3-page, double-spaced paper to hand in – and present orally, in whatever format you desire, – on your chosen topic.

Syllabus and Course Outline (subject to change if needed)

| <u>Week #1</u> | <u>Topics</u> | <u>Activity</u> | <u>Reading</u> |
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| Class 1 | Course Introduction | Syllabus | Please read syllabus! |
| | California Culture Regions | PPT Lecture | Hand-out |
| | Vocabulary #1 Words | Copy | From Board |
| Class 2 | Pre-History Part I | PPT Lecture | I C Prologue |
| | Up to Slide #11 | Discussion | pgs. 3-21 |
| | Aspects of Culture | Hand-out | |
| | Reaction #1 | TBA | |
| <u>Week #2</u> | | | |
| Class 3 | Pre-History, Part I (cont'd) | PPT Lecture | Slides 11-27 |
| | Cultural-construal | Questionnaire | I C Part I, pgs.23-65 |
| | Vocabulary #1 Test | Hand in | |
| | Vocabulary #2 Words | Copy from | Board |
| Class 4 | Pre-History, Part II | Archaeology | Evidences |
| | <i>A World Transformed</i> | Read: ix-xix, | also pgs. 1-20 |
| <u>Week #3</u> | | | |
| Class | Forces of History | PPT Lecture | Slides 1-11 |
| | <i>A World Transformed</i> | Read: pgs. 21-46 | |
| | Vocabulary #2 Test | Hand in | |
| | Vocabulary #3 Words | Copy from | Board |
| Class 6 | History of Lost History | Slides 1-10 | |
| | <i>A World Transformed</i> | Read: pgs. 47-57 | |
| | Reaction #1 | Due Today | |

Week #4

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| Class 7 | Mission Field Trip Reaction #2 | Meet at Mission SJC Assignment/Mission Paper |
| Class 8 | California Missionization Vocabulary #3 Test Vocabulary #4 Words | Slides 1-14 Read in "A World" Hand in pgs. 95-134 Copy from Board |

Week #5

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| Class 9 | California Indian Art Vocabulary #4 Test Vocabulary #5 Words | PPT Lecture Hand in Copy from Board |
| Class 10 | California Art (cont'd) Basket Weaving Reaction #2 Reaction #3 | Read: <i>A World Transformed</i> , pgs. 135-198 Due Today (Mission Paper) TBA |

Week #6

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| Class 11 | Spanish Exchange Vocabulary #5 Test Vocabulary #6 Words | PPT Lecture Slides 1-10 Hand in Copy from board |
| Class 12 | Study Questions for Mid-term Essay | Class Activity Discussion |

Week #7

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| Class 13 | <i>The Mission</i> Vocabulary #6 Test Vocabulary #7 Words | Film/DVD Take Notes Read: "A World" pgs. 199-263 Copy from Board |
| Class 14 | <i>The Mission</i> Reaction #3 | Other ½ of Film Take Notes Due Today |

Week #8

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| Class 15 | Mid Term Essay Vocabulary #7 Test Vocabulary #8 Words | Written in Class Hand in Copy from Board |
| Class 16 | Reaction #4 <i>Indians of California</i> | Assignment Movie Read: pgs. 67-133 |

Week #9

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| Class 17 | Dr. Anthony Rivera Vocabulary #8 Test Vocabulary #9 Words | Tribal Chair Lecture Hand in Copy from Board |
| Class 18 | California Indian Languages | PPT/Structure of Thought |

Week #10

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| Class 19 | Mission Secularization Vocabulary #9 Test Vocabulary #10 Words | PPT Lecture Read: "A World" Hand in pgs. 165-198 Copy from Board |
| Class 20 | California Gold Rush Reaction #4 | PPT Lecture Due Today |

Week #11

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| Class 21 | Women and the Conquest Vocabulary #10 Test | PPT Lecture Hand in |
| Class 22 | Gender Roles | Discussion Groups |

Week #12

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| Class 23 | The Chumash Culture Reaction #5 | PPT Lecture TBA |
| Class 24 | California Ethnobotany <i>Indians of California</i> | Demonstrations Read: pgs. 135-170 |

Week #13

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| Class 25 | Web Quests/Review Instructions | Discussions/Questions Hand-outs |
| Class 26 | Extermination <i>Indians of California</i> | PPT Lecture Read: pgs. 171-218 |

Week #14

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| Class 27 Thurs/Nov 26 | Thanksgiving Week Happy Thanksgiving | NO CLASS |
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Week #15

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| Class 28 | Student Presentations Reaction #5 | Web Quests Due Today | Read: "A World" pgs. 264-304 |
| Class 29 | Student Presentations | Web Quests | |

Week #16

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| Class 30 | Student Presentations | Web Quests | Read: "A World" |
| Class 31 | Student Presentations | Web Quests | pgs. 305-331 |

Week #17

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| Finals Week | No Papers Accepted After Today |
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Note: Web Quests should address the following aspects of culture:

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| Sociological: | family, gang, school, church, laws, regulations, rules, etc. |
| Ideological: | convictions, beliefs, faith, myths, religion, etc. |
| Technological: | tools, skills, techniques to get food, clothing, shelter, etc. |