Indian American Culture

Course Design

2018-2019

Course Information

Division: Social Sciences
Course Number: ANT 120
Title: Indian American Culture
Credits: 3
Developed by: Linda Blan
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ASB Dept Elective</td>
<td>ANT 205; Cultural Understanding &amp; Ethnic (CUE)</td>
<td>ANTH Departmental Elective, Tier 1 &amp; 2 Individuals &amp; Societies (IS)</td>
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Activity Course: No

CIP Code: 45.0201

Assessment Mode: Pre/Post Test (50 Questions/50 Points)

Semester Taught: Fall

GE Category: Social Sciences

Separate Lab: No

Awareness Course: No

Intensive Writing Course: No

Diversity and Inclusion Course: Yes

Prerequisites

ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value

Transfer students, or any student, seeking greater knowledge of Native American cultures. Meets Diversity and Inclusion (DI) requirement.

Description

Critical survey of Indian American cultures north of Mexico. This course will include discussions on prehistory, historical development, culture, social organization, arts, and technology as they pertain to Native American groups in North America.

Supplies

None
Competencies and Performance Standards

1. Locate and characterize the economic, societal, and linguistic features of native American culture areas north of Mexico.

Learning objectives

What you will learn as you master the competency:

a. Locate the culture areas of Precolombian North America on a map.
b. Characterize the economies of each culture area.
c. Characterize the social organization of groups in each culture area.
d. Locate the major language families of Pre-Columbian North America.

Performance Standards

Competence will be demonstrated:

- in objective exams
- in completing study questions
- through active participation in classroom discussions

Criteria - Performance will be satisfactory when:

- learner can locate the major culture areas on a map
- learner can discuss the nature of the economy of each culture area
- learner can specify the kinds of social organizations present in aboriginal North America
- learner can specify the social organizations present in each culture area
- learner can characterize the distribution of language families relative to each culture area

2. Describe the succession of prehistoric cultures in each culture area.

Learning objectives

What you will learn as you master the competency:

a. Specify the succession of major prehistoric cultures in the Eskimo-Aleut culture area.
b. Specify the succession of major prehistoric cultures in the Northwest Coast.
c. Specify the succession of major prehistoric cultures in the Great Basin.
d. Specify the succession of prehistoric cultures in the Southwest.
e. Specify the succession of prehistoric cultures in the Ohio and Mississippi River drainages.
f. Specify the succession of prehistoric cultures in the Southeast.

Performance Standards

Competence will be demonstrated:

- in objective exams
- in completing study questions
- through participation in classroom discussions

Criteria - Performance will be satisfactory when:

- learner can name and characterize the succession of prehistoric cultures in the Aleut-Eskimo area
- learner can name and characterize the succession of prehistoric cultures in the Northwest Coast
- learner can name and characterize the succession of prehistoric cultures in the Great...
Basin and Southwest

- learner can name and characterize the succession of prehistoric cultures in the Eastern Woodlands
- learner can name and characterize the succession of prehistoric cultures in the Southeast

3. Characterize the economies, technologies, social organization, gender roles, and religion of representative tribes from each culture area.

Learning objectives

What you will learn as you master the competency:

a. Compare and contrast the economy, social organization including gender roles, culture, race, ethnicity and religion of the Eskimo and Ojibwa, Tlingit, Haida, Tsimshian, Kwakiutl and Nootka, Yurok, Pomo, and Mission tribes.

b. Compare and contrast the economy, social organization including gender roles, culture, race, ethnicity and religion of Paiute, River Yumans, Pima, Hopi, Zuni, Apache, and Navajo.

d. Compare and contrast the economy, social organization including gender roles, culture, race, ethnicity and religion of Cheyenne, Comanche, Mandan and Dakota, Natchez, Creek and Seminole, Algonkians and Iroquois.

e. Compare and contrast the technological, cultural, and linguistic features of the Eskimo and Ojibwa, Tlingit, Haida, Tsimshian, Kwakiutl and Nootka, Yurok, Pomo, and Mission tribes.

f. Compare and contrast the technological, cultural, and linguistic features of the Paiute, River Yumans, Pima, Hopi, Zuni, Apache, and Navajo.

g. Compare and contrast the technological, cultural, and linguistic features of the Cheyenne, Comanche, Mandan and Dakota, Natchez, Creek and Seminole, Algonkians and Iroquois.

Performance Standards

Competence will be demonstrated:

- in objective exams
- in completing study questions
- through participation in classroom discussion

Criteria - Performance will be satisfactory when:

- learner can differentiate the economic, cultural and linguistic features of Indian American cultures north of Mexico
- learner can differentiate the technological, cultural and linguistic features of Indian American cultures north of Mexico

4. Compare typical examples of Native American cultures north of Mexico.

Learning objectives

What you will learn as you master the competency:

a. Distinguish typical examples of the art forms of the Eskimo and Aleut.

b. Distinguish typical examples of the art forms of the Northwest Coast.

c. Distinguish typical examples of the art forms of California.

d. Distinguish typical examples of the art forms of the Southwest.
e. Distinguish typical examples of the art forms of the Plains.

Performance Standards
Competence will be demonstrated:
- in objective exams
- in completing study questions
- in classroom discussion

Criteria - Performance will be satisfactory when:
- learner can identify styles and forms of art from the Eskimo, Northwest Coast, and Aleut
- learner can identify styles and forms from the art of California
- learner can identify styles and forms of art of the Southwest
- learner can identify styles and forms of art of the Plains

Types of Instruction
Classroom Presentation
Videos
Study Questions

Grading Information

Grading Rationale

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
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<tr>
<td>Project</td>
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<tr>
<td>Written Report</td>
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<tr>
<td>Post test/Final</td>
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Grading Scale

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<tr>
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<th>Percentage Range</th>
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<tbody>
<tr>
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<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89.5%</td>
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<tr>
<td>C</td>
<td>70% - 79.5%</td>
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<tr>
<td>D</td>
<td>60% - 69.5%</td>
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<tr>
<td>F</td>
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