

# ***ANTH 320: NATIVE AMERICANS OF THE NORTHWEST COAST***

Tom Thornton  
Summer 2006 (7/ 24-8/16), MW 9:15-14:05  
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## **OVERVIEW**

Native Americans of the Pacific Northwest coast are among the most affluent, diverse, and complex hunting-gathering peoples in the world. This course examines the unity and diversity of Northwest coast cultures from the Gulf of Alaska to the Oregon-California border by tracing their historical evolution and responses to contemporary problems. Topics covered include: subsistence economies and resource tenure, social identity, art, ceremonial and spiritual life, culture change and revitalization, and modern indigenous-state relations.

We will explore these topics through a variety of perspectives. The texts, lectures, films, discussions, projects, and assignments are designed to provide you with:

- an overview and appreciation of the prehistory, development, and resilience of major Northwest Coast groups;
- a grasp of the responses of colonial settlers and governments to Northwest Coast Natives and of Natives to the forces of colonization;
- an understanding of key contemporary issues that face Northwest Coast Tribes and Canadian First Nations as indigenous minorities within modern nation states;
- familiarity with ethnographic, scientific, and other methods, concepts, and sources used to study and compare Native American cultures;

## **REQUIRED TEXTS AND WEBCT**

1. *White Slaves of Maquinna: John R. Jewitt's Narrative of Capture and Confinement of Nootka*. (2000). Heritage House Publishing Co. Ltd., Surrey, B.C., Canada (ISBN:1894384024).
2. *Coming to Shore: Northwest Coast Ethnology, Traditions, and Visions* (2004), edited by M. Mauze, M. Harkin, and S. Kan. University of Nebraska Press, Lincoln. (ISBN: 0803282966).
3. *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (2006) by Charles F. Wilkinson. University of Washington Press, Seattle. (ISBN:0295985933).
4. Other course readings and resources (e.g., syllabus and web links) will be posted on WebCT, an internet resource to facilitate communication and distribution of course materials. Students are automatically enrolled in WebCT and can access class resources with their odin account and a password (usually the last 4 digits of your PSU ID) at [www.psuonline.pdx.edu](http://www.psuonline.pdx.edu). If you do not have an odin account, please obtain one ([www.account.pdx.edu](http://www.account.pdx.edu)).

## **FORMAT & EVALUATION**

Weekly classes will feature instructor presentation of new material through lecture, film, and in-class exercises, as well as student-led discussions based on the week's assigned readings. Evaluation is based of the following requirements:

- 1) *Take Home Exams (60% or 600 points)*: Two 4-page (~1200 word) take-home tests based on a single essay question will be assigned during the midterm and final periods (see Course Schedule). Students will receive detailed instructions for each paper assignments in separate handouts. Each paper will be graded on a 300 point scale.
- 2) *Book Panels (20% or 200 points)*: We will hold panel discussions on the two single-authored texts. Book panels are modeled on professional academic conferences in

which each participant gives a 5-10 minute talk (accompanied by one-page handout) analyzing an important theme in the text and discussants respond. More details on this will be provided in a separate handout.

- 3) *Talking Points, etc. (20% or 200 points)*: Students will be asked to complete minor assignments both inside and outside of class. Among the most important of these are Talking Points worksheets (questions, comments, quotes, etc. for discussion—see example) to be turned in to the instructor 5 times during the session and worth 20 points each. Being a discussant means being prepared and ready to listen and contribute, and the Talking Points you prepare should enhance your participation, while at the same time giving the instructor valuable feedback. In addition students may be expected to attend campus or local events and report on them. Full participation in all classes is expected.

Grading is: 970+ points = A+; 930-969 = A; 900-929=A-; 870-899=B+; 830-869 =B; 800-829=B-; 770-799=C+; 730-769 =C; 700-729 = C-; 670-699=D+; 630-669 =D; 600-629 = D-; < 600 = F (⊖).

## **POLICIES**

All work must be completed to receive a grade. Late papers will be penalized or rejected, except in cases of verifiable illness or emergency.

Students with a documented disability (e.g., physical, learning, psychological, vision, hearing, etc.) who need to arrange reasonable accommodation must contact both the instructor and the Disability Resources Center at the beginning of the term. Also, be aware of your responsibilities for academic integrity and intellectual honesty (see <http://www.anthropology.pdx.edu/assets/plagiarism.pdf>).

To be an effective participant in class, it is important to keep up with the readings because they provide an important basis for what is covered in class. For discussions to succeed students must attend class and prepare assignments in a timely manner. Please abide by the following principles of discussion:

1. **Prepare “Talking Points”** as you read and engage course materials to help you comprehend, connect, and assess the readings and put key ideas, questions, and concepts into play for discussion.
2. **Listen actively**—Try to understand and analyze others’ opinions as they are spoken; ask questions to clarify and further your understanding. Don’t just sit passively “waiting your turn” or thinking about your own responses. Reflective silence is not a problem—Do not feel the need to “jump in” for fear of silence.
3. **Respond constructively**—Imagine what kind of role you are playing in responding to others and to texts. Do you wish to: 1) comprehend their analysis by paraphrasing or analyzing it; 2) extend their analysis by applying it new situations; 3) synthesize or link it with other concepts, issues, or arguments (especially those raised by others in the class and by the texts, which we share) through comparison, etc.; 4) evaluate it against relevant criteria? Do not engage in *ad hominem* or personal attacks. Agreement or disagreement is not necessarily the goal—Comprehending, analyzing, synthesizing, and evaluating important concepts, theories, and perspectives are the main objectives of discussion.

### COURSE SCHEDULE (not etched in stone)

Class	Topics	Assignments
1 (Jul 24)	Introduction, Pre-Assessment, & Overview. Who are the Native Americans of the Northwest Coast and where did they come from? Origins, Prehistory, and Contemporary Identity. Films: <i>Box of Daylight</i> ;	Preview texts 1. Dixon, Ch. 2 (Web CT, peruse) 2. Suttles "Introduction" (Web CT, peruse) 3. Ames and Maschner, Ch 1 (WebCT) Recommended <i>Coming to Shore</i> (Introduction, Jacknis, 221-250)
2 (Jul 26)	Cultural Representations: from Oral Tradition to History to Ethnography to Ethnohistory; Language, Art and Myth.  Fieldtrip to Portland Art Museum?  Film: <i>Kennewick Man (Report)</i>	1. Hymes "Mythology" (WebCT) 2. Holm "Art" (Web CT, peruse) 3. Berman ( <i>Coming to Shore</i> , 129-162) 4. Erikson ( <i>Coming to Shore</i> 339-62) 5. Levi-Strauss ( <i>Coming to Shore</i> , 1-4) Recommended: Bringham (CS, pp. 163-182) Levi-Strauss "Asdiwal" (WebCT) "Asdiwal Myth" <a href="http://asi-dsl-stat-b-8.apk.net/tales/Nordwest/Asdiwal.html">http://asi-dsl-stat-b-8.apk.net/tales/Nordwest/Asdiwal.html</a> <b>Talking Points 1 Due</b>
3 (Jul 31)	Early Encounters: Captivity & Slavery; Consumption & Tourism; Shamanism  Film: <i>The Land is Ours</i>	1. Jewitt White Slaves (all) 2. Kan ( <i>Coming to Shore</i> , 201-220) 3. Wardwell, "Quest for Sprit Powers" (WebCT) <b>Book Panel #1</b>
4 (Aug 2)	Environment, Space, and Place  Film: <i>A Time of Gathering</i>	1. Suttles "Environment" (Web CT); 2. Bringham (Web CT) 3. Thornton ( <i>Coming to Shore</i> , 363-384)nn 4. Harkin ( <i>Coming to Shore</i> , 385-406) <b>Talking Points 2 Due</b>
5 (Aug 7)	Social Structure, Subsistence Economies, and Ceremonialism on the Northern (Tlingit, Haida, Tsimshian) and Central (Nuu-Chah-Nuulth [Nootka], Kwakwaka'wakw [Kwakiutl], et al.) Coast.  Films: <i>Spirit of Haida Gwaii</i> ; <i>Potlatch: Strict Law Forbids Us</i>	1. Danuenhauer and Dauenhauer ( <i>Coming to Shore</i> , 253-278) 2. Masco "It is a Strict Law" (WebCT); 3. McDonald "Marginalization of Tsimshian Ecology" (WebCT) 4. Seguin Anderson "Potlatch." (Web CT) <b>Talking Points 3 Due</b> <b>Exam #1 Due Friday, Aug. 4 by 5 pm</b>
6 (Aug 9)	Social Structure, Subsistence Economies, and Ceremonialism on the Southern Coast.	1. Kew "History of Coast BC" (WebCT, peruse) 2. Beckham, "History of W. OR" (Web CT). 3. Suttles "Private Knowledge" (WebCT) 4. Suttles "Spirit Dancing" (Web CT) 5. Harmon "Lines in the Sand" (Web CT) <b>Talking Points 4 Due</b>
7 (Aug 14)	Contemporary Issues: Subsistence and Economic Development  Films: <i>Haa Shagóon</i> ; <i>Washing of Tears</i>	1. Thornton "Subsistence" (Web CT) 2. Bowchop ( <i>Coming to Shore</i> , 407-419) 3. <i>Messages from Frank's Landing</i> (Intro +) Recommended CSQ Selections (WebCT) <b>Talking Points 5 Due</b>
8 (Aug 16)	Contemporary Issues: Justice  Film: <i>Keeping the Spirit Alive</i>	1. Miller ( <i>Coming to Shore</i> , 305 -322) 2. Boxberger ( <i>Coming to Shore</i> , 323-338) 3. <i>Messages from Frank's Landing</i> (finish) <b>Book Panel #2</b>
Aug 18		<b>Exam #2 Due by 5 pm</b>

