

## NORTH AMERICAN INDIAN CULTURES

### *Syllabus*

: This course introduces North America's major native people. It reviews the *ethnographies* of native cultures in each of the continent's major culture areas. It documents pre-contact adaptations and the evolving interactions with changing US policies towards Indians. It seeks to understand the resurgence among today's native peoples of interest in their cultural heritage and their distinctive histories.

*Texts:*           *Required* 1) Moris text chapters from a draft book *First Nations of North America* are found as pdf files on Canvas homepage for this course.

3 other works are *recommended*:

- 2) Sutton, Mark (2008) *An Introduction to Native North America* (purchase 2004 or later edition used, Amazon or Alibris, order soon!).
- 3) Wilson, James (1998) *The Earth Shall Weep* (strongly recommended, found at Amazon or Alibris for about \$ 5 plus shipping, order soon!)
- 4) Utter, Jack (2001) *American Indians: Answers to Today's Questions* (acquire either edition used from Amazon or Alibris, order soon!)

*Objectives:*

1. To describe the main features of "precontact" culture areas in North America (as defined in anthropology)
2. To review in some detail at least two native peoples in each area
3. To highlight differing interpretations of key historical events
4. To review for our students & teachers all of Utah's native peoples
5. To introduce major native figures important to their people & us
6. To convey a sense of native nations as they are today
7. To highlight major academic resources for further study

*Why Study Indians?*

1. Indians were the *first human occupants* of North America. Their practices shaped the environments incoming Europeans found. Their crops became a gift to the world. To understand our past here in North America, we must first understand the Indians.
2. Indians are for the rest of us our *nearest 'other'*: possessors of cultural heritages which differ fundamentally in values and worldview from the dominant northern European tradition.
3. Indians retain a *different memory* of US government policies & history from how it is usually portrayed in the mainstream media. By reviewing this contested record, we re-examine our own assumptions about the American past.

4. In taking Indian waters and lands by force, the dominant whites incurred *legal responsibilities* over native ‘subject peoples’. We need to understand their surviving rights in today’s world. They are also facing major changes as they come to rely increasingly on gaming and mineral royalties for income. Our national leaders need to keep a dialogue open to understand the situation of our Indian communities.
5. Indians today remain the *poorest minority* within both the USA and Canada. What to do about their persistent poverty remains one of the major unresolved dilemmas of the 21<sup>st</sup> Century. Within Indian communities, youth have serious problems which must be addressed by tribal and state organizations—a process hardly begun.

*For whom Useful?*

1. Prospective anthropology and history majors
2. Those anticipating working among native peoples within the US West
3. Education majors preparing to teach in North American schools, who find required coverage of native peoples in the K 1-12 curriculum
4. Anyone concerned about the politics of American intercultural relations
5. Those planning to work within various federal agencies, especially the BIA or National Parks
6. Those planning on working within the state government in offices which deal with minority matters
7. People who are themselves of native descent wanting to know more about their past and its distinctive cultural heritages.
8. Anyone choosing a career in museum work with a native focus.

*Requirements:*

1. Print out & read the chapters in Moris draft text found as files under Canvas for this course, also recommend three supporting used texts to purchase from Amazon or Alibris.com, helpful but not mandatory.
2. Send instructor your name, major, level (soph., junior, etc.) and your preferred e-mail address after 1st class session, this is the address used when contacting you on matters related to this course.
3. Print out a copy of this syllabus (as for all your classes!) and put it at the front of your notebook with lecture notes; it becomes your contract telling you what is expected from you this semester.
4. Review how to find materials placed on electronic reserve (ER) in USU’s library for this course, see instructions on page 6 below. Read the interview with Alfonso Ortiz posted to ER before our 2<sup>nd</sup> class.
5. **ATTEND ALL CLASS SESSIONS!** This course covers many native peoples and culture areas, with only one session per people or topic.

If you expect to miss 10% of the course (3 or more sessions), do not register for this class. You are responsible for all materials which are reviewed in class, covered in the two tests. Roll will be taken. More than 3 unapproved absences (= to one week of instruction) may result in a proportionate reduction in final grade. If you *must* miss a session, contact another student to obtain notes.

6. Try to do assigned readings *before* class. Mostly, we draw upon the chapters found on Canvas, but also cross-linked to the Sutton text and to recommended chapters in Wilson's book *The Earth Shall Weep*. The recommended book by Utter reviews many facts hard to find elsewhere about our N American Indians: read it for general background related to all the peoples we shall review.
7. Take the two tests (a mid-term on Oct. 14 & final at assigned time in final's week, each counting 30% of your final grade) on the scheduled dates. Any tests missed without approval will be given a grade of 0 towards you overall class grade—so be sure you take each test! Study guides, sample tests, and lecture notes to help you prepare for each test will be found as computer files on Canvas.
8. Submit two written assignments on scheduled dates (2 Oct. & 25 Nov.). Assignments for students away from Logan or Price may require use of "electronic reserve" sources found the USU library's web-page (see page 6). Each assignment will count 20% of your final grade, and should be your own work (do *not* paste in materials direct from internet, this is plagiarism and will earn a grade of F on any such submission). You may submit assignments at the next class session without penalty, but anything later may get a lower grade.

### *Grading*

All work (tests and 2 assignments) will be graded on the usual 100% scale, each counting 20%. The grading scale is as follows:

A	94-100%	B	84-86%	C	74-76%	D	60-66%
A -	90-93%	B -	80-83%	C -	70-73%	F	Below 60%
B +	87-89%	C +	77-79%	D+	67-69%		

### *Tests*

Get a short Scantron (50 items) and pencil for each test session. If for some major emergency you must miss a test, call the instructor (435-678-8505 work, or home 435-678-2044) to explain why and make arrangements to make up the test *immediately*.

### *Incompletes*

University policy requires we submit grades for all registered students. If you do not appear for a test but are still registered, you will receive a grade of F. *Be sure to process a signed 'drop' form if for any reason you cannot complete this course* (last 'drop date' is October 27, 2014).

### *Special Needs*

Any students requiring special assistance should notify the instructor during the first week of the course, and should be registered with the campus Disabilities Resource Center. Every attempt will be made to provide extra assistance required, but within distance learning special arrangements are often not possible other than extra time for tests.

### *Your Two Assignments* (due October 2 & November 25, each counts 20%)

During this semester in addition to the peoples we review in class, you are requested to submit two written assignments during the semester. If you have never written a major essay or term paper before, you should consult any of several guides to writing a research paper, such as the book by Booth, Colomb & Williams (2008) *The Craft of Research* (on sale in the USU bookstore). For the library's electronic resources, go to <<http://libguides.usu.edu/nativeamerican>>

For the first (due October 2), focus on contrasting any two traditional Indian cultures, explaining how they differ from each other (numerous e-reserve readings on Utes, Hopi and Navajo might help if you are away from a good library). This assignment requires that you read about your choice of two peoples from various ethnographic and historical sources, *so get started early*. See what their traditional cultures had in common and where they differed, and then explain how they appear today with reasons for their current situation. You *will not* find direct answers in internet sources, but must think critically about each people and then construct a coherent essay similar to a term paper to present your conclusions.

There is no set length for your essay/term paper, but realize it should be a major contribution with detailed arguments and evidence, and should use accepted style from either history or social science (see *Publication Manual of the American Psychological Association*). Prepare an outline of your argument before you start writing. Examine the citations in the draft Morris text files (on Canvas) to see how sources are listed in anthropology as a guide if you choose to follow anthropological style. Whichever style you choose—the *Chicago Manual of Style* presents several—use it consistently. Give full citations at the end in a section titled “works consulted”, and be sure to cite actual page numbers in the text (e.g., Sutton 2004:135) for any direct quotations. Use quotations sparingly, rephrasing key ideas into your own words (thus *not* a pastiche of internet quotations).

For the second assignment (due November 25), review the changing relations of our Utah Indians with local communities, the state, and the national government over time from

the arrival of Mormons in 1847 to the present. For this purpose, chapters in the book *A History of Utah's American Indians* will be useful (see ER, also found in most Utah libraries, plus Moris chapters). Be sure to review more than one native people when making your comparisons. (Utes, Paiutes, and Navajo are the main peoples here in this state, but we also have NW Shoshone and Goshutes.) The same instructions about style for assignment one apply here. We will discuss these assignments in class. Individual files from a draft Moris Southwest text on Utes, Navajo, and Paiutes can be found on Canvas, see also sources on ER listed in Appendix 3 below. They provide details from which your review can be constructed, framing your narrative as an analytic essay explaining the changing fortunes of our Utah Indians over the decades within this state.

### *Educational Outcomes*

This course in our curriculum introduces North America's many native peoples, and can be taken as a companion to Anthro 3300, "Archeology in North America." If you wish further specialization in native American topics at USU, you can follow it with several more advanced and specialized courses: Anthro 4110 "Southwest Indians", Anthro 4360 "Ancient Desert West", History 4710 "American Indian History," and English 3620 "Native American Studies".

In our anthropology program, educational goals are set out relating to (a) disciplinary knowledge, (b) methods, and (c) skills and career competencies. This course contributes to each of these major domains in the following ways:

#### *Disciplinary Knowledge*

- Shows how studies of native peoples helped form anthropology as a discipline
- Gives you added depth in the cultural anthropology sub-field
- Illustrates the differences between scientific and humanistic perspectives
- Gives you greater familiarity with the indigenous cultures of the N American region

Assessment of your learning will be based mainly on three tests and upon your second assignment, where you will display what you have learned on a specific people.

#### *Methods*

- You will contrast archeological and ethnographic sources on Indian prehistory
  - Reasons for differences between Indian and nonIndian historical accounts will also be reviewed critically, to understand how social contexts change factual interpretations
  - You will learn how to describe a people's culture, thus "doing ethnography"
  - You will be assisted in developing skill using library and computer sources
- These methodological outcomes will be assessed mainly through your two assignments.

#### *Skill & Career Competencies*

This course provides an excellent beginning for those who may plan to work with our Indian peoples in various state or federal agencies, or those hoping to become museum specialists. Writing and presentation skills will be assessed in the mini-ethnographies which each student compiles. Research skills will be assessed by evaluation of assignment # 1, which required work in the library. An ability to find good sources on a new topic, and then to synthesize and overview of that topic is an essential academic skill which will benefit all students, whether or not they go on to become professional anthropologists. Furthermore, students are encouraged to make use of museums and libraries outside Cache Valley, to tap the magnificent resources available on our native heritage here within North America.

*Access to Electronic Reserves in the USU Library* (these instructions may be updated later, since they reflect how our library gave access to ER in 2011)

**BELOW** find detailed, step-by-step instructions how to gain access to electronic materials you need to read for USU courses, the specific course here being *Anthr 3110* taught by Professor Moris (Fall/14). You will need to follow these steps exactly, so print out this file and set it beside you as you proceed. You **must** learn how to do this!

1. Call up USU's web-page on your computer, if necessary "Google" the words "Utah State University" to find it or enter <http://www.usu.edu> . When it comes up, look in the second black bar for "quick find" on the home page, then click on "library" to bring up the library's home page.
2. This brings up the Merrill-Cazier library web-page (which you can also Google directly). See in red on the left "Quick Links", click on the second item down "course reserves".
3. Now you see a mostly white screen, the "Docutek E Res Index" page—software our library has bought. There are three "tabs" near the top, use the first "search for course pages" and enter "anthropology" in the blank box, clicking on "search" to its right.
4. Once you have done this, it shows the first ten courses in the Anthropology listing, with a small downward arrow beside the number 10 , click on this arrow to give the first 25 courses. The 16<sup>th</sup> one shown is a combined listing for "Anthr 3110/4110/6110" shown as taught in Fall 2006—the same materials we use this semester.
5. Now click on the blue course number to the left under "Anthr 3110". When you do this, it brings up a new screen specific to Anthr 3110/4410/6110, telling you in red that this "course page is currently password protected". It offers you a blank white box for entering the password, here "MOR3110" then you click on "accept" just below. "Accept" means you accept the copyright restrictions, you **MUST** click on it first to proceed.
6. Finally you are in business! This brings up the entire list of sources available both in the Logan library ("hard copy") as actual books found in the first floor reserve book room, or "portable document format" (PDF files) which require Adobe software to read in your computer. The first four sources listed are "hard copy" books, then come some PDF files, then more books, etc. The difference on the left will be the icon in front of each source: for "hard copy" actual books, see an icon that looks like a baby bottle's nipple over a tilted white page with a red O on it; for PDF files, find a rectangular white sheet with a

- curvy red triangle over it. Students away from Logan will have to use the PDF files, those in Logan can also go direct to the library and check out the actual books for this course.
7. If you can go to the library, for “hard copy” sources it tells you to ask for “Moris” plus either the library’s own call number (showing this is a library book), or another number such as “98B” showing this is the professor’s personal copy. The name and number is all you need when requesting the book at the reserve check-out desk (1<sup>st</sup> floor, library).
  8. If instead you want to view a source in a computer, you must look for the Adobe icon items within the combined course listing. The fifth source on the list currently is the first such pdf file, labeled “Rushforth & Upham: Hopi Social History—chap.7”. When you click on the icon to the left of this label, it brings up a new “document information” page about this specific source, telling you when it was put on e-reserve, how many KB it will take in your computer, etc. Look again for the Adobe icon next to the word “Moris” in blue, and click on it (toward the bottom of the page).
  9. This brings up the first page of the actual reading (which has 16 pages). Go to your top right hand corner, click on the “expand” icon next to the red X and it will fill your entire screen with the enlarged page. For some sources, they may be displayed sideways and you will need to click on the tool-bar icon which rotates the material so you can read it in a normal fashion.

### *Contacting Your Professor*

Professor Moris will usually be in office at the San Juan campus in Blanding from 10:00-11:30 T-R, preparing for class, and also later in the afternoon most days, office phone is 435-678-8505 or home 435-678-2044. Use office phone to leave voice-mail. On most questions, e-mail contact will be most efficient and usually answered promptly.

E mail address should be used direct and not through Canvas, to [jon.moris@usu.edu](mailto:jon.moris@usu.edu)  
Please send Professor Moris an e-mail using your preferred address at the start of the course, to which he can respond and send your grade or any instructions about this course as we proceed.

### *Additional Learning Resources (see Appendix 2)*

Those of us located in the field and taking distance education courses have a more difficult time finding academic resources to use when writing term papers or trying to follow up on interesting topics. This is why I have put a large volume of papers and chapters for this course on “e-reserve” where you can view them at home (see instructions on page 6 above). There is plenty to let you complete your assignments one, but for assignment two you will need to use initiative and various internet sources.

However, if you visit the Logan main campus, do visit the Museum of Anthropology on the second floor of Old Main (south end), as well as the Shoshone exhibit in the American West Heritage Center (on the highway near Wellsville).

In the main campus library, most materials related to individual Native American cultures are found catalogued under E 99, and arranged in alphabetical order by the name of the

tribe, that is Apache near the beginning and Zuni towards the very last. This number only covers US First Peoples, the ethnographies on Mexican or Canadian peoples occur nearby under different numbers. What is best is to call up a few sources on the library computer, then *go* to the relevant section and you will find many others equally useful. In a library's reference section, the same call number (E 99) shows you where to find the major encyclopedias dealing with our topic. An especially important set are the various volumes called *The Handbook of North American Indians*, where volume 8 gives you California, volume 9 the various Pueblo peoples (like the Hopi), volume 10 the Navajo and Apache, and volume 11 the Great Basin peoples (vols. 9 & 10 on reserve). You can buy cards in the library to enable you to photocopy key chapters from this very valuable resource. If you have access to *National Geographic*, five issues are especially recommended as background for this course: November 1982 (on SW archaeology, pottery & the Hopi), September 1987 (on the Iroquois), October 1991 (on pre-contact Indian cultures), June 1994 (on the Pow-Wow movement), and September 2004 (on the rebirth of Indian cultures). (Ask your grandparents or uncles, many save old issues.)

These days, most Indian nations maintain their own web-sites, which are a wonderful resource for those who have access to the internet. Do a "Google search" using the tribal name to find initial sources, also Wikipedia sometimes has good coverage.

Time/Life Books back in the mid-1990s produced a very handsome set of some 19 topical books in their *The American Indians* series, with titles like *The Reservations*, *The Mighty Chieftains*, and so forth. You can often find these books for sale on the internet. *National Geographic* has recently issued a major book, *Indian Nations of North America*, which has details about many of today's Indian nations (costs about \$ 35).

#### *What Constraints Will Limit my Achievements Here?*

You will learn far more in this course if you can discipline yourself to prepare each day's lesson by reading assigned materials in advance. You will need access to a computer, and should submit your assignments as attachments to an e-mail sent to your instructor. Pace yourself carefully, because you will discover many USU courses give their mid-term tests in the same week. So try to study in advance. If you find you miss your deadline for the first assignment, or if you do very poorly on the mid-term test, take stock and make changes immediately. Doing a few courses well is far better than taking many courses and then having trouble in all of them. For this course, you will receive sample tests and study questions, but we cover so much information you cannot master it all in just one day's hectic studying. Thus keeping up in reading and in reviewing study questions will greatly improve your chances for success.

#### *What is Expected of Me?*

The course requirements list what you are expected to do—regular attendance is especially important. One text is required, draft chapters from *First Nations of North America* (Moris) found as computer files on canvas homepage, plus three recommended works by Wilson (*The Earth Shall Weep*), Sutton (*An Introduction to Native North*

*America*), and Utter (*American Indians*). The tests will emphasize what we cover in class, with sample tests found on Canvas homepage under relevant weekly modules.. If you have several students at your site, try to form a study group before each test. Be sure to submit your own work on assignments, in a timely fashion. And do behave in class as you would in any formal class setting—avoid doing things which distract others students at your site. If you have problems, contact the instructor *early*—after an exam or missed assignment is too late to explain problems.

*What Can I Do with this Course?*

This course counts as a junior-level elective in USU’s cultural anthropology offerings. It introduces you to Native America, and leads on to a DSS senior course on the native peoples of our Southwest (Anthr 4110/6110) (taught in Spring 2015). Together, these courses give ideal background for:

- native students who wish to learn what is known academically about their own, tribal cultures.
- history majors who anticipate working in our region.
- those working towards a Certificate in Museum Studies, anticipating careers in our many museums scattered all across the Intermountain West.
- future teachers, who discover in today’s America they have required sections on native peoples in the K 1-12 syllabus offered to all grade school students.
- anyone who plans to work for state or national agencies, or with our various tribal governments, will find what we cover directly relevant to their needs on the job.

APPENDIX 1. TOPICS & ASSIGNED READINGS

Moris chapters & ER are usually required; Wilson & Sutton recommended

(*M* = Canvas files, *ER*= electronic reserve; recommended *S* = Sutton, *W* = Wilson)

INTRODUCTION Week 1, 8-26 & 8-28l	1 Introduction, M ch 1, Ortiz (ER); rec. W prologue, S ch 1, 2 First Americans, M chs 2 & 3, Mann “1491” (ER); Rec.W ch 1 & S ch 2
THE NORTHEAST Week 2, 9-2 & 9-4.	3 The Northeast, M ch 4; rec. W chs 2-4 (vital), S ch 11. 4 The Iroquois & Pequots, M ch 5; W ch 5 & S (313-34).
THE SOUTHEAST Week 3, 9-9 & 9-11.	5 The Southeast, M ch 6; rec. W ch 6 & S ch 12. 6 Cherokee & Choctaw, M ch 7; rec. S pp 349-58.
THE PLAINS Week 4, 9-16 & 9-18.	7 The Great Plains, M ch 8; rec. W ch 9 & S ch 10. 8 Lakota & Blackfeet, M ch 9.
COLONIZERS	9 Indian Wars, M ch 10; rec. return to W ch 9

Week 5, 9-23 & 9-25.	10 Indian Policies, M ch 11; rec. W chs 10 & 11 & Utter.
THE GREAT BASIN Week 6, 9-30 & 10-2.	11 The Great Basin & Paiutes, M ch 12 & 13A, rec. S 168-76. 12 Utes, Moris ch 13 B, also Duncan (ER) <i>Assignment # 1</i> (due Oct. 2)
THE PLATEAU & SOUTHWEST Week 7, 10-7 & 10-9	13 Plateau & Shoshone, Moris ch 20A. 14 The Southwest, M ch 14; rec. W ch 7 & S ch 9
SW PEOPLES Week 8, 10-14 & 10-23 <i>Mid-term</i> 10-21	15 Hopi & Navajo, M ch 15 & Maryboy ER; rec. S pp 219-247. No class 10-16, <i>Mid-term test</i> (in class 10-21 everything to date) 16 Raramuri & Seri, M ch 16; rec. S pp 248-257. <i>Last drop</i> 10-27.
CALIFORNIA Week 9, 10-28 & 10-30	17 California, M ch 17; rec. Wilson ch 8 18 Cahuilla, Chumash & Hupa, M ch 18; rec. S pp 188-201.
THE NORTHWEST Week 10, 11-8 & 11-10	19 The Northwest, M ch 21; rec. W pp 229-43 & S ch 6 20 The Nez Perce, & others, M ch 20B, rec. S pp 113-122.
CANADA'S INDIANS Week 11, 11-11 & 11-13	21 Kwakiutl & Tlingit, M ch 22; rec. S pp 141-150. 22 The Sub-Arctic, M ch 23; rec. S ch 4.
FIRST NATIONS Week 12, 11-18 & 11-20	23 Innu, Cree & Meti, Moris ch 24 24 Dene Peoples & Nunavut, M ch 25 & rec. Sutton ch 3. <i>Assignment # 2</i> (due Nov. 25)
INDIANS TODAY Week 13, 11-25, 12-2 & 4	25 Alaska & US Arctic Peoples, M ch 26 26 The New Indians, M chs 10 & 27; rec. Wilson ch 12 27 Indians Tomorrow, M ch 28; rec. W epilogue & S ch 13.
FINAL TEST, Week 14	<i>Final Test</i> (assigned test time in finals week, )

## APPENDIX 2. KEY SOURCES ON OUR TOPIC

Any specialized, professional field of study requires about a decade's hard work to achieve mastery. If a person acquires the basic references to have at hand, studying complex topics becomes easier and one has the basis for future lectures, research, and writing. These days many libraries are selling off key reference works, and others are available on the Internet at bargain prices (look up under Amazon, Alibris, or Abebooks to find quotations). Here are the best resources you should consider buying for your personal reference collection on North American Indians, listed approximately in order of merit, if you intend to specialize in this field of study.

- A. *Standard Texts on Anthropology & Ethnohistory of Native North America*
1. Bonvillain, Nancy (2001) *Native Nations* (Prentice-Hall) (copy on reserve)
  2. Kehoe, Alice (2006) *North American Indians* (Prentice-Hall)
  3. Oswalt, Wendell (2002) *This Land Was Theirs* (McGraw-Hill)

4. Sutton, Mark (2008) *An Introduction to Native North America* (Pearson)
- B. *Native Nations as Seen by Indian Scholars*
1. National Geographic (2010) *Indian Nations of North America*
  2. Hightower-Langston, Donna (2003) *The Native American World* (Wiley)
  3. Champagne, Duane (1994) *Native America: Portrait of the Peoples* (Visible Ink Press)
  4. Tiller, Veronica (2005) *Tiller's Guide to Indian Country* (Bow-Arrow Publishing)
- C. *Introductions to Native History*
1. Wilson, James (1998) *The Earth Shall Weep* (Atlantic Monthly Press) (copy on reserve)
  2. Fleming, Walter (2003) *The Complete Idiot's Guide to Native American History* (Penguin)
  3. Wilkinson, Charles (2005) *Blood Struggle* (Norton) (recommended for purchase)
  4. Iverson, Peter (1998) *"We Are Still Here": American Indians in the Twentieth Century* (Harlan Davidson)
- D. *Culture Areas of North American Continent* (anthropology & museum studies)
1. Reader's Digest (1995) *Through Indian Eyes*
  2. Feest, Christian (ed.) (2000) *The Cultures of Native North Americans* (Konemann)
  3. Taylor, Colin (ed.) (1991) *The Native Americans* (Smithmark)
  4. Reader's Digest (1996) *America's Fascinating Indian Heritage*
- E. *Indians in America's Political System*
1. Utter, Jack (2001) *American Indians: Answers to Today's Questions*. (Oklahoma)
  2. Pevar, Stephen (2004) *The Rights of Indians and Tribes* (NY University Press)
  3. Prucha, Francis (1986) *The Great Father* (Nebraska)
  4. Wilkins, David (2002) *American Indian Politics and the American Political System* (Rowman & Littlefield)
- F. *Emergent Native Leaders*
1. Chapman, Serle (ed.) (2001) *We, The People: Of Earth and Elders*, vol. 2. (Mountain Press Publishing)
  2. Edmunds, R. David (ed.) (2001) *The New Warriors* (Nebraska)
  3. Bruchac, Joseph (2004) Indian Renaissance. *National Geographic* (Sept.), pp 76-95.

### APPENDIX 3. SOURCES ON ELECTRONIC RESERVE FOR THIS COURSE

For all students, on or off campus, sources can be found as "pdf" files which you can call up and read in your own computer, the first one required for our second session is "Interview: Alfonso Ortiz" which can be found under USU's library listing of "electronic resources" for this course (go to Library home page for access). When you click on any of these "e-reserve" (ER) sources, it asks for the password which is "mor3110" followed by a click on the icon saying your accept the copyright restrictions. To review how to find such sources, see pages 6-7 above. Among the many files you can view are selections that relate to the Utes, Navajo, and Hopi as tribal peoples,

which you may draw upon for your assignments. Students near Logan are however advised to use actual books found under the library's E 99 section (2<sup>nd</sup> floor).

"The Ute Indians of Utah, Colorado and New Mexico" (from Simmons history of Utes)  
"Interview: Alfonso Ortiz" (review for our second class on 9-1-11, by leading Tewa scholar)  
"The Navajo of Utah" (chapter by Maryboy & Begay from *A History of Utah's American Indians*)  
"Thunder Rides a Black Horse," Parts A & B (by Farrer on Puberty Rite of Apaches)  
"Wilkinson, Fire on the Plateau" (about Ute history)  
"Thomas, Reading A" (an introduction to early Indian origins)  
"Oswalt, chap. 11, Navajo" (chapter from standard text on N American Indians)  
"Oswalt, chap. 10, Hopi" (chapter from standard text on N American Indians)  
"Edison, Willow Stories" (brief review of Navajo history & weaving)  
"Marsh, People of the Shining Mts." (Utes)  
"Loftin, Religion & Hopi," chaps. 1 & 2 (about Hopi traditional religion, 2 files)  
"Downs, the Navajo," chaps 1, 2-4 (standard ethnography on the Navajo people)  
"Pettit, Utes" chaps. 5, 6 & 7 (introduction to the Ute peoples)  
"Rushforth & Upham, chap. 1" (introduction to early Hopi)  
"Goodman, Navajo Atlas" (maps related to the Navajo nation)  
"McCloskey, Navajo Weaving, chap. 2" (historical evolution of Navajo weaving)  
"Carrier, Ute Mountain Utes," chaps 8-10, 13 & 14 (Situation of Ute Mt. Utes today)  
"Benedek, Navajo Woman," Parts A & B (life history of Ella Bedonie, Tuba City Navajo)  
"Dozier, Hano (Hopi)" chap 4 (the social network in a Tewa village among the Hopi)  
"Hall, chap. 5, Hopi" (introduction to the Hopi by anthropologist from 1930s)  
"Hall, chaps. 6 & 7, Navajo" (introduction to the Navajo from the 1930s)  
"Hall, chap 8, sheep reductions" (depicts US slaughter of Navajo sheep in 1930s)  
"Duncan, Northern Utes," Parts A & B (History of Utes by Ute leader)  
"Holiday, Navajo" chapters 7 & 8 (Navajo Medicine man talks about his culture)  
"McPherson, Navajo Frontier," chaps. 6 & 7 (historian reviews Utah's Navajo history)  
"Whiteley, Rethinking Hopi," chap 7 (reviews interpreting today's Hopi)  
"Schwartz, Molded Navajo" chap 3 (Navajo views of the human body & gender)  
*Note: you will also find many added sources on SW archaeology not needed for this course*