Course Description:
Through geographically and thematically oriented slide lectures, class discussions, online video, independent research, local event attendance and displays at NEHMA and the Anthropology Museum, the students will become familiar with the people, the lifestyles and the objects of material culture of several different geographical areas of Native North America. We will look at ancient traditions, how the arts changed after European contact and briefly, more contemporary art forms as well.

Writing Fellows (WF):
This class has been selected to participate in a special College of Humanities and Social Sciences program designed to help students develop their writing skills with the help of specially trained fellow students.

Here's how the program works: for your first Out of Class Writing (OCW) and your final research paper, you will first submit a good draft to me for your WF. He will write comments on the paper, which will then be discussed during a conference with him. These comments will raise questions, suggest changes, and provide you with a valuable resource for revising your material for the final draft. You will then submit both the original draft (with the WF's comments) and the final paper to me.

The WF will not grade your papers. His responsibility is to act as a reader--to make suggestions; you are still ultimately responsible for evaluating these suggestions, revising the draft, and putting it in its final form.

Students working in the WF program were nominated by faculty and come from a variety of majors. They have in common excellent writing skills plus a willingness to work closely with other students. In addition, they enroll in a
special seminar that focuses on the theory, practice, and teaching of writing. WFs can help you improve the clarity and precision of your writing.

As assignment deadlines near, you will be given a sign-up sheet for arranging your individual conference. Keeping in mind the following guidelines will be helpful:

1. Think of the first submission of an assignment as if it were a final product. Papers should be typed (preferably word-processed), doubled-spaced, and complete. They should not be rough drafts but the best work that you can do. It is at this point that real revision can begin.

2. Assignments must be submitted on time as no extensions can be granted. I will collect and distribute them to the WFs.

3. Final papers to be evaluated will not be accepted unless accompanied by the original draft and the WF's comments.

4. Please note the time and place of your conference; remember that your WF is a student like yourself with a busy schedule.

Your evaluation and ideas for improvement will be appreciated. You can relay your concerns to me at any time during the semester or speak to the WF director, Julie Foust Andrew (797-3648; Julie.foust@usu.edu). At the end of the term, you will be asked to fill out a formal evaluation.

Your writing fellow for this course is****. H** email is *****.

*****is an active part of the instructional team here. You will turn in a draft of your first writing (OCW 1, Personal Essay) to him on September 10 (tentative date; may change). Your initial due dates for your first draft are listed in the due dates section of this syllabus with a WF after the date; you will see the first draft due date and then the final due date, in which the assignment comes to me. Both drafts will be turned in in class, in person. NO electronic submissions please.
Course Objectives/IDEA Objectives
Through slide lectures, online video presentations, in-class discussions, field trips, guest lectures and other methods, the students will become knowledgeable about a wide variety of arts of Native North American cultures.

*Gaining factual knowledge about Native North American arts and material culture (IDEA #1) Midterm, Final Paper and Presentation of Project
*Developing skill in expressing oneself orally or in writing and reading (IDEA #8) OCW’s, Midterm, Proposals, Preliminary, Final Paper, Presentation
*Gain experience in art historical research
Learning how to find and use resources for answering questions or solving problems (IDEA #9) Midterm, Proposals, Preliminary, Final Paper and Presentation

Required Texts:

North American Indian Art, David W. Penney, Thames and Hudson, 2004
American Indian Myths and Legends, eds., Richard Erdoes and Alfonso Ortiz, 1984
These books can be purchased locally, online or found on reserve at the Merrill-Cazier Library.

Readings on Reserve:
All of your textbooks can be found on Reserve in Merrill Cazier Library, under the course number, ARTH 3340.

Weekly discussions:
Make certain that you have read the text and related readings before class; we will have class discussions at least once a week regarding the material in the readings and how they relate to the week’s lecture topic.

Course related expenses
In addition to buying textbooks for the class, if you choose the hands on project, you will possibly be purchasing materials. Because everyone’s choices and projects will differ, it is hard to say how much you will spend; I would estimate anywhere between 10 to 40 dollars. I encourage you to borrow, trade, shop local and inexpensive or online, use found objects, inexpensive or online, use found objects including Grandma’s fabric stash, etc.
Attendance and participation:
Required and expected. A good record here will help in determining borderline grades for the better; I tend to develop an attitude problem towards people who skip. If you are ill, or an emergency arises, please call the FAV Office (435-797-1560) and leave a message for me. At the end of the semester, I will count up the absences for each student; each absence after the first 3 will result in one point per absence being deducted from your point total. Absences add up quickly; also, I have always found that classes are much more stimulating if there is a fair amount of discussion - if you have a question or comment, SPEAK UP!!!

Students with Special Needs:
Please let me know of any needs in particular you have or anything I can assist you with in making the classroom as “user-friendly” as possible for you. The earlier I know what you need, the better I can help.

Requirements, Grade Point Breakdown and Due Dates:
*Out of Class Writing (OCW 1) - 10 pts. (THUR. JAN 30)
*IRO Proposal # 1 - 10 pts. (THUR FEB 13)
*IRO Proposal #2 - 30 pts. (THUR FEB 27)
Midterm - 40 pts. (TUES MARCH 4)
Out of Class Writing (OCW 2) - 25 pts. (THUR MARCH 6)
*IRO Preliminary - 30 pts. (THUR MARCH 20)
*IRO Paper/Project - 70 pts. (THUR APRIL 24)
*IRO Final Presentation - 60 pts. (APRIL 15 through FINALS WK)
Attendance and Participation - 25 pts. (Daily)
Total 300 points

Graduate Student Requirements
Requirements for graduate students enrolled in this course, in addition to those stated above, will have those students taking a leadership role.

During the semester, each graduate student will be responsible for leading two weekly in-class discussions over that week’s readings. On each date that they lead discussion, they will hand in their notes to the instructor, fully outlining the readings from which they can lead the discussion. Each discussion and accompanying notes will be worth up to 30 points.

Grades are assigned based on the University’s criteria as follows:
A* 100% to 94%  A- <94% to 90%  A- <94% to 90%
B+ <90% to 87%  B <87% to 84%  B- <84% to 80%
C+ <80% to 77%  C <77% to 74%  C- <74% to 70%
D+ <70% to 67%  D* <67% to 60%
Due dates are your responsibility – jot these dates down on your academic datebook (get one now and get organized!) and plan your life accordingly. As far as grading methods, each of your assignments will come with a grading rubric.

Student Work:
Any work turned in after the due date will be graded down one grade level, unless prior arrangements have been made directly with me. Any missed assignments will result in a zero in the gradebook unless you have made prior arrangements directly with me. You must complete all work, and complete it on time, in order to pass. Zeroes in the gradebook make a big difference. Pay attention to due dates.

Extra Credit Policy:
I believe that extra credit is extra work and that is the LAST thing you need. Put all of your valuable time into working extra hard on your existing assignments.

Attendance and participation:
Required and expected. A good record here will help in determining borderline grades for the better; I tend to develop an attitude problem towards people who skip. If you are ill, or an emergency arises, please call the FAV Office (435-797-1560) and leave a message for me. At the end of the semester, I will count up the absences for each student; each absence after the first 3 will result in one point per absence being deducted from your point total. Absences add up quickly; also, I have always found that classes are much more stimulating if there is a fair amount of discussion - if you have a question or comment, SPEAK UP!!!

Remember:
"Teachers don't GIVE grades, students EARN them."

Communications Intensive (CI)
ARTH 3340 is a CI course and meets these criteria:
1. Is an upper division course. ARTH 3340

2. Requires both written and oral communication.
   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary)
   * Midterm
   * Out of Class Writings;
   *In-class individual 15 minute presentation with follow-up Q & A;
   *weekly in-class discussion over textbook and lectures
3. Requires a significant quantity of written and oral communication as demonstrated by the outcomes, assignments, and assessment in the course.

   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary);
   * Midterm
   * Out of Class Writings;
   * In-class individual 15 minute presentation with follow-up Q & A;
   * Weekly in-class discussion over textbook and lectures

4. Has an individual writing component.

   * Final paper (IRO) and the preliminary assignments leading up to it (Paper Proposals 1 & 2, Preliminary); Midterm;
   * Out of Class Writings

5. Incorporates communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.

   * Preliminary assignments leading to final paper (Paper Proposals 1 & 2, Preliminary) which include written teacher/student commentary;
   * In-class individual 15 minute presentation with follow-up Q & A;
   * Weekly in-class discussion over textbook and lectures
   * Conferences with WF

6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.

   * Preliminary assignments leading to final paper (Paper Proposals 1 & 2, Preliminary) which include written teacher/student commentary;
   * Chance to revise papers after WF conference

ASSIGNMENT INFORMATION

You will turn all of your assignments to me in class on the due date; no emailed assignments please

Assignment Descriptions:

Out of Class Writings (OCW’s)

I firmly believe that writing is one of the skills you should develop in an art history course. This course is listed with the Communications Intensive program, thus you will be doing lots of writing! You will be required to read one or two chapters of the Barnet book each week and we will have a mid-semester review session on information from it that I think is most pertinent to writing your final research paper. Everyone will do the assigned readings in the writing text and attend the session; even if you write well, there is nothing wrong with a little review.

In your “OCW’s” you will also be asked to think and write about issues significant to learning about Native North American art and culture, material and
otherwise and, at the same time, gain more experience in writing. OCW 3 will potentially act as a midterm. See the schedule above for due dates.

**INDEPENDENT RESEARCH OPPORTUNITY**

A major portion (240 out of 400 points, that is) of your grade in this class will be based upon assignments all of which relate to independent hands on and writing research that you will conduct. The IRO consists of the following:

- Paper Proposal #1
- Paper Proposal #2
- IRO Preliminary
- In Class Presentation
- Final Paper and Project

***IRO Assignment descriptions:**

**Proposal #1:** you will state what you would like to focus upon in your research. If you need to, you may turn in 2-3 proposals and I can help you choose. Due on ****

**Proposal #2:** having decided through proposal #1 what you are going to research, you will then come up with specific questions that are relevant to your topic and that we agree upon as the focus of your research. Due in class on***.

**IRO Preliminary:** This assignment, while not being exactly a first draft of your paper, will be a detailed description of your paper and project. This “prelim” will include a thesis statement, an abstract (we’ll define those later), annotated bibliography and an outline of what your end product will look like. Due in class on ****

**End Product (3 PARTS – Paper, Project, Presentation):**

- Research Paper, Hands-On Project, In Class Presentation and Gallery Exhibit: You will be required to do an 8-12 page historical research paper (typed, double-spaced) on your chosen topic, along with a hands****

  We will talk more about this in class as the semester progresses and you become more familiar with what you would like to research. The paper must be based on ORIGINAL, scholarly research. If you cover a topic that I do in class, you must not simply repeat what I said. In any case, you need to ask the right questions and delve into your topic thoroughly.

  Doing research into an area of your interest can be really exciting, given that you think about what you want to do and do the preliminary work needed.

  Some suggestions:
Your media in another culture - metals, ceramics, fiber, glass, stone (obsidian, jade, limestone)
Techniques
Contemporary Native American Art
Role of the arts, artists
Spirit worship and art
Art and Economics - patrons, past and present
Art of Wealth, Status
Household and Daily arts
Architecture
Mythology
The appropriation of Native Culture by Euro-Americans

These are just a few ideas (we will cover these themes throughout the course of the semester also) - use one of them or come up with something of your own - there's lots to explore!!!

*In class presentation:* Weeks 12 through 14 of the semester are reserved for each of you to share your research with your classroom colleagues in a 15-20 minute presentation. We will choose presentation dates out of a hat in the 3rd week of class, so that you can plan your research timing accordingly.

**Classroom information:**

**Plagiarism** Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling and other appropriate disciplinary actions.

If you still have questions about what constitutes plagiarism, see me or your Barnet book  http://catalog.usu.edu/content.php?catoid=3&navoid=265

**Academic Integrity** – "The Honor System" Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives
by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

• Espouses academic integrity as an underlying and essential principle of the Utah State University community;
• Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
• Is a welcomed and valued member of Utah State University

http://www.usu.edu/studentservices/studentcode/article6.cfm

In addition, no student is permitted to create a threatening, or harassing environment in this course. Classroom civility is a part of the Student Code and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be instructed to leave without the ability to make up coursework.

Grievance Process (Student Code) Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

(Article VII. Grievances, pages 25-30).

Sexual Harassment Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

https://hr.usu.edu/files/policies/339.pdf

Students with Disabilities The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

http://www.usu.edu/drc/students/handbook/

Withdrawal Policy and "I" Grade Policy Students are required to complete all courses for which they are registered by the end of the semester. In some cases,
a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

http://catalog.usu.edu/content.php?catoid=7&navoid=1259#Complete_Withdrawal

**Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

The first link below takes you to USU's emergency procedures page. The least you should do is to register yourself with Code Blue, so that in the event of an emergency, you hear directly from the University (see the second link).


For Code Blue:
https://ssb.banner.usu.edu/zprod/z_bwgkogad.P_DispAddrUpdate

**Cell phones/laptops:**

My main concern here is distraction. Please be responsible and considerate with your use of cellphones, laptops and the like. As a courtesy to all in the class, generally I’d like you to turn your cell phones off or to silent before entering. If you are in the midst of an emergency in which you might need to be reached, please advise me of this before class. A word on texting: I would really prefer you not text during class. In a classroom as small as this, it can be really distracting to both teacher and student (especially you!!). I heavily discourage the use of laptops in class – it is far too easy to disengage. Instead, be engaged made with me.
LECTURE TOPICS AND READING LIST:
(Subject to change at the whim of the instructor and the progression of the course; pages you need to read are listed after the author’s name)

WEEK ONE:
- Introductory Meeting: Syllabus and Expectations
- Introduction to Native America and the arts; Intro to Archaic
Readings:
Penney, Forward and Chapter 1
Erdoes and Ortiz, Introduction, pp.xi-4; skim over pp. 500-521; Barnet, Preface and Ch 1

WEEK TWO:
- Woodland/Mississippian
Readings:
Penney Chapter 2
Erdoes and Ortiz (for weeks 2 and 3): Earth Making (Cherokee) 105-107;
The Voice, The Flood and the Turtle (Caddo) 120-122;
Daughter of the Sun (Cherokee) 152-154
Grandmother Spider Steals the Sun (Cherokee) 154-155
Why Mole Lives Underground 305
Coyote and the Origin of Death (Caddo) 470-471; Barnet Ch. 6
OCW#1 assigned 1/23

WEEK THREE:
- Mississippian/Southeast
Readings: Penney Chapter 3; Berlo, 86-88 (Southeast)
Barnet, Ch 8
OCW #1 DUE 1/30
SIGN UP FOR PRESENTATIONS 1/30

WEEK FOUR:
Southeast continued
- Northeast and Great Lakes;
Readings: Berlo, 88-105; Erdoes and Ortiz: Hiawatha the Unifier (Iroquois) 193-199,
The Warrior Maiden (Oneida) 252-253;
Proposal # 1 assigned 2/6
WEEK FIVE:
-Northeast and Great Lakes continued
-Plains
Readings: Penney, Chapter 5, Berlo, pp 107-133 (Plains)
Erdoes and Ortiz (for weeks 5 and 6), Great Medicine Dance (Cheyenne) 33-37
White Buffalo Woman (pipe) 47-52
The Sacred Weed (Blackfoot) 62-65
How Grandfather Peyote Came to the Indian People (Brule Sioux) 65-69
The Vision Quest (Brule Sioux) 69-72
How the Sioux Came to be (Brule Sioux) 93-95
Earth Making (Cherokee) 105-107
Great Medicine Makes a Beautiful Country (Cheyenne) 111-114
Quillwork Girl and her Seven Star Brothers (Cheyenne) 205-209
Wakinyantanka, The Great Thunderbird (Brule Sioux) 218-222
Tatanka Iyotake’s Dancing Horse (Brule Sioux) 267-270
Coyote and Wasichu (Brule Sioux) 342
The Ghost Dance at Wounded Knee (Brule Sioux) 481-484
The Buffalo Go (Kiowa) 490-491
The Coming of Wasichu (Brule Sioux) 491-496
Remaking the World (Brule Sioux) 496-499
Barnet, Ch 5

PAPER PROPOSAL # 1 DUE 2/13

WEEK SIX
-Plains continued
OCW # 2 and
Proposal # 2 assigned 2/20

WEEK SEVEN:
- Intro to Northwest Coast
Readings: Penney: Chapter 7,
Erdoes and Ortiz:
Pushing up the sky (Snohomish) 95-97
Walks All Over the Sky (Tsimshian) 136-139
The Theft of Light (Tsimshian) 169-171
How Mosquitoes Came to Be (Tlingit) 192-193
Always Living at the Coast (Kwakiutl) 362-365
Origin of the Gnawing Beaver (Haida) 392-395
The Meeting of the Wild Animals (Tsimshian) 413-415
Wakiash and the First Totem pole (Kwakiutl) 423-426
Blue Jay Visits Ghost Town (Chinook) 457-462
The Flood (Haida) 472-473
*PROPOSAL # 2 DUE 2/27*

**WEEK EIGHT**

**MIDTERM 3/4**

Research Review Day/ IRO Prelims assigned 3/8
OCW # 2 DUE 3/6

**************************– SPRING BREAK**************************

**WEEK NINE:**

-Subarctic and Arctic

**Readings:** Penney, Chapter 8, Berlo, Ch 5 (Subarctic and Arctic); Erdoes and Ortiz (Subarctic and Arctic), The Fight for a Wife (Aleut) 281-282
Moon Rapes his Sister Sun (Inuit) 161-162
Barnet, Ch 12

**IRO PRELIMS DUE 3/20**

**WEEK TEN:**

-West Coast
-Southwest

**Readings:** Penney, Chapter 6, 4; Berlo, pp 133-137 (West); Erdoes and Ortiz (West), People Brought in a Basket (Modoc) 109-111
Tolowim Woman and Butterfly Man (Maidu) 290-291
How the People Got Arrowheads (Shasta) 356-357
The Girl Who Married Rattlesnake (Pomo) 397-398
- Berlo, Ch 2 (Southwest); Erdoes and Ortiz (Southwest - for weeks 10,11 and 12),Creation of First Man and First Woman (Navajo) 39-41
Emerging into the Upper World (Acoma) 97-105
Coyote Steals the Sun and Moon (Zuni) 140-143
Hop Boy and Sun (Hopi) 145-150
Sun of Light Kills the Monster (Hopi) 211-216
The Origin of the Hopi Snake Dance (Tewa) 455-457
Serpent of Sea (Zuni) 327-33
-Barnet, Chs. 10, 11 (possibly 2,3,7 also)

**WEEK ELEVEN:**

-Continue Southwest
-Contemporary Native American Art: Guest speaker

**Readings:** Penney, Chapter 9, Barnet, Ch. 4
WEEKS THIRTEEN, FOURTEEN and WEEK FIFTEEN:

STUDENT PRESENTATIONS
FINAL PAPERS DUE ****in class

***************FINALS WEEK ***************

Our scheduled final exam time is ****

We will meet for STUDENT PRESENTATIONS, conclusions and evaluations.

http://catalog.usu.edu/content.php?catoid=8&navoid=2549

GOOD LUCK ON EXAMS AND HAVE A GREAT SUMMER!!