Indigenous Peoples of North America

Anthropology 3110.700
Syllabus Fall 2026

Contact Information/Office Hours

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Office Hours: MWF 1:00 PM – 3:30 PM

- ***Note:*** *These are my in-person office hours, but you may also schedule a time to chat with me on Zoom.*

Professor's Note

Most of the design of this course can be attributed to the hard work of Dr. Adam Dunston, the professor of this class prior to me. I've made some changes to the syllabus and course, and I've condensed/re-written some information for the purposes of tailoring this class to its 8-week format this semester (and for the purposes of putting the material in my own "voice," so to speak). Additional changes I have made include alterations to assignments, particularly the number of required discussions, the discussion rubric, exam questions, and the format of The Peoplehood Project. However, I would be remiss in failing to acknowledge Dr. Dunston for his hard work in designing the basic structure of the class and its course material.

Course Introduction

"*Native 'survivance' is an active sense of presence over absence.*" - Gerald Vizenor

This course explores the cultural diversity, ways of life, history, and present-day realities of the Indigenous peoples of North America – those peoples present on this continent prior to the arrival of Europeans. This course will be particularly geared towards addressing and rectifying persistent, incorrect stereotypes among non-Indigenous Americans about Indigenous peoples. Where mainstream media tends to represent Native Americans as a monolithic whole, we will use ethnographic studies *and* Indigenous scholarship to demonstrate how there is truly no homogeneous group of "Native Americans": rather, there are hundreds of Indigenous nations in North America, and we will attempt to briefly survey this vast and rich tapestry of cultural diversity. Furthermore, while Indigenous peoples and colonial assaults against them are often thought of as belonging to history, we will explore the continuing struggles of Indigenous nations and their efforts towards true sovereignty. A final overarching topic will address who has the "right to speak" about Indigenous peoples and if research, in and of itself, is colonial.

Required Texts

1. Talbot, Steve. "Native Nations of North America: An Indigenous Perspective." Pearson, 2015.
2. All other readings will be posted on Canvas.

Indigenous Voices

To provide additional perspectives, this course will engage with Indigenous voices and scholarship in a number of ways. Nearly all of the Canvas readings were written by Native scholars or authors, and there are also a number of videos by or featuring Indigenous persons (including educators!).

Learning Objectives

Upon successful completion of this course, students will be able to:

- Comprehend **diversity** among North American Indigenous populations, past and present, and discuss examples of specific Indigenous cultures.
- Apply scholarly theories, including the **"peoplehood matrix,"** to analyze contemporary Indigenous issues.
- Assess the ideological and social factors that led up to the historical legacy of **colonialism.**
- Analyze the continuing impacts of colonialism and the social, economic, political, and cultural factors affecting present-day issues of **sovereignty** and **survival** for Native Americans.
- Design a **presentation** on the traditional culture and contemporary situation of a particular Indigenous nation.
- Assess power dynamics, history, and issues of authority relative to **anthropological research** on and with Native Americans.

Assignments

Course Website: All course materials, readings, and any other resources necessary for this course will be available on Canvas. All assignments, discussions, and tests must be submitted on Canvas or to my UNT e-mail directly if you are having issues with the platform. If possible, please only use your UNT e-mail (or Canvas messaging feature) to communicate with me or submit assignments. This is only because non-UNT email addresses tend to get filtered into my junk email, so I might miss them! **All due dates are on the course schedule.**

"Introduce Yourself" Discussion: Please take some time to introduce yourself to your peers by telling us a little bit about your background. What interests you about this class? What do you expect to learn in this course? Please also respond to at least one classmate. See Canvas for further details on this discussion post assignment.

Discussion Board Posts/Response Posts: Students will complete seven more discussion board responses that are related to the assigned readings and topics of each module. As part of this assignment, students will also respond to the discussion board post of one of their peers. Use the discussion rubric provided on Canvas to guide your responses.

The Peoplehood Project: Students will holistically describe an Indigenous nation and/or challenges to the peoplehood of this group, based upon research with primary and/or scholarly sources. Additional, more detailed information and guidance for this project is provided on Canvas.

Tests: Students will complete two tests via Canvas over the course materials: the **Midterm** and the **Final Exam.**

Grading Scale

A	900 – 1000
B	800 – 899
C	700 – 799
D	600 – 690
F	0 – 599

Grading Composition

Introduce Yourself Discussion.....15 Points
Discussion Boards.....210 Points
Midterm Exam..... .....275 Points
Peoplehood Project.....225 Points
Final Exam.....275 Points
Total.....1,000 Points

Course Policies

Withdrawal: If you find that you are unable to complete this course for whatever reason, you may officially withdraw by the University-designated date (for a "W" with instructor approval). Withdrawing from a course is a formal procedure that you must initiate. I will support your decision with the appropriate paperwork, but I cannot begin or complete the process for you. If you simply stop attending/doing work for the course and do not withdraw, you will receive a performance grade as usual.

Extra Credit: Extra credit will be offered a few weeks into the course.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional forum at UNT. In the case of students engaging in disruptive or disrespectful behavior, the instructor may refer the student to the Dean of Students to consider whether the individual's conduct violated the Code of Student Conduct. Please note that the university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, etc. You are welcome to visit UNT's Code of Student Conduct to learn more. You may review these sources for information regarding unacceptable and/or inappropriate behavior. **In this classroom, "acceptable student behavior" includes (but is not limited to) (1) being respectful of others' thoughts, opinions, experiences, and perspectives and (2) using the discussion board forums appropriately.**

Contacting the Professor: I am available on Mondays, Wednesdays, and Fridays from 8:45 AM – 9:45 AM and then again (after my first in-person class) from 11:15 AM – 12:30 PM. I am also available by appointment via Zoom. You are always welcome to contact me via email at kelsey.lee@unt.edu. Please give me 24 hours to respond before you send a

follow-up email during the week and give me until Monday if you send an email on the weekend. I will try to get back to you as soon as possible!

Late Work: Late assignments, discussions, and tests will not be accepted unless you have demonstrated that there is a legitimate (i.e., medical emergency, loss of a family member, mandatory events on campus or for a professional endeavor, religious observation, etc.) reason your work is late. With that being said, I do employ an emergency submission policy that can apply for up to **two** of your assignments/exams, allowing you a **48-hour extension.** If you encounter circumstances that necessitate your need to utilize this policy, contact me as soon as you can.

Academic Misconduct: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. **First time** student offenders who commit academic dishonesty will be presented the opportunity to re-do the assignment for which the student used dishonest methods. If the student declines this offer, he/she/they will receive a zero on the assignment. Students suspected of **multiple** academic dishonesty offenses will be provided the opportunity for a "hearing"; a guilty finding may merit an "F" in the course.

Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may happen inadvertently or intentionally. As such, any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be **cited.** For more information on paper writing, including how to avoid plagiarism, and how to use citations, visit UNTs Plagiarism website. For information on the University's policies regarding academic integrity and dishonesty, visit the Academic Integrity website or the **Student Academic Integrity** policy. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and/or sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University in the most extreme cases.

ADA Accommodations Statement: "The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website. You may also contact ODA by phone at (940) 565-4323."

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Virtual Classroom Citizenship: The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper "netiquette" when interacting with class members, your Instructional Assistant(s), and your professor.

Copyright: Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

Policy on Server Unavailability or Other Technical Issues: The University is committed to providing a reliable online course system to all users. In the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Attendance Policy: This course is conducted entirely online. Visit the University of North Texas' Attendance Policy to learn more.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation: To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G). The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance

education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

A Note on the Syllabus and Schedule

Syllabus and schedule are subject to change at the instructor's discretion, so please check email and Canvas regularly for possible updates.

Course Schedule

Weeks	Lesson	Readings/Videos	Assignments
	Unit 1 – An Alternative History of North America		
Week 1 Oct 12 – 16	**Lesson 1:** Indigenous Peoples of North America	1. Talbot: Chapter 1 (Introduction) 2. [*Canvas*] Blackhorse: "'Native American' or 'American Indian'?" 3. [*Canvas*] NCAI, "Proud to Be" (YouTube Video)	**Discussion 0.5: Introduce Yourself!** (Due Thursday, 10/15) **Discussion 1** (Due Sunday, 10/18)
Week 2 Oct 19 - 23	**Lesson 2:** Nationhood & Sovereignty	1. Talbot: Chapter 2 2. [*Canvas*] Grinde & Johansen: "Reaching the Grassroots: The Worldwide Diffusion of Iroquois	**Discussion 2** (Due Thursday, 10/22)

		Democratic Traditions"	
Week 3 Oct 26 – Nov 2	**Lesson 3:** Colonialism – The First 500 Years	1. Talbot: Chapter 3 & pgs. 96-109 2. [*Canvas*] Jeffrey article (2021) 3. [*Canvas*] Champagne, 4. "Assimilation, Integration, and Colonization" 5. [*Canvas*] Dunbar-Ortiz, "The Great Sioux Nation and Resistance to Colonial Land-grabbing"	**Discussion 3** (Due Thursday, 10/29)
	Unit 2 – Indigenous Peoplehood		
Week 4 Nov 9 –13	**Lesson 4:** Cultural Perseverance & Language Revitalization	1. Talbot: Chapter 6 2. [*Canvas*] Holm, Person, and Chavis, "Peoplehood: A Model" 3. [*Canvas*] Cushman, "We're Taking the Genius of Sequoyah into this Century"	**Discussion 4** (Due Thursday, 11/05) **Midterm Exam** (Due for completion by Sunday, 11/08)
Week 5 Nov 16 – 20	**Lesson 5:** Land & Subsiste nce	1. Talbot: Chapter 7 2. [*Canvas*] Cajete, "Native Ecology" (Video)	**Discussion 5** (Due Thursday, 04/16)
Week 6 Nov 23 –27	**Lesson 6:** Storytelling, Place-making, and Language	1. [*Canvas*] Basso, "Wisdom Sits in Places" (Excerpt)	**Discussion 6** (Due Thursday, 11/12)
	Unit 3: Cultural Survival in the 21st Century		
Week 7 Nov 30 – Dec 4	**Lesson 7:** Political Economy of Tribes & Resource Colonialism	1. Talbot: pgs. 87-117 and 275-292 2. [*Canvas*] Huey, "America's Native Prisoners of War" (Video)	**Discussion 7** (Due Thursday, 11/19) **Extra credit discussion** (Due Friday, 11/27)

		3. Talbot: Pages 292-317 and 325-344 4. [*Canvas*] Estes, "Fighting for our Lives: #NoDAPL in Historical Context"	**Peoplehood Project** (Due Sunday, 11/29)
Week 8 Dec 7 - 11	**Lesson 8:** Research & Representation	1. [*Canvas*] Deloria, "Anthropologists and Other Friends" 2. [*Canvas*] Tuhiwai-Smith, "Decolonizing Methodologies" (Excerpt) 3. [*Canvas*] Sarris, "Mabel McKay: Weaving the Dream" (Excerpt)	**Final Exam** (Due for completion by Saturday, 12/12)