

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**  
**COURSE OUTLINE: FALL 2021**

**ARCHAEOLOGY 419**  
**GFC HOURS (3-0)**

**TIPI, BUFFALO, AND VISION: PEOPLE OF THE PLAINS**

<b>Section</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>
LEC 01	TR	2:00-3:15	Web Based Course

Instructor: Gerald Oetelaar	Office: ES 862
Telephone: 403 220 7629	Email: gaoetela@ucalgary.ca

**Contact Information**

The best way for students to contact me will be through email because I am at my computer weekdays from 7:00 am to 5:30 pm. Please indicate the course name and number in the subject line of your email.

**Official Course Description**

In this course, we explore traditional Plains cultures as recorded in ethnographic accounts and First Nations oral traditions.

**Course Objectives**

Using examples from oral traditions, ethnographic accounts and historical records dealing with the Blackfoot and Hidatsa people, the primary goal of this course is to gain an understanding of the lifeways of the people occupying the Great Plains before the disruptions caused by contact with Europeans. Students will also be exposed to the challenges of developing such understandings given the biases present in the existing sources of information on the nature of traditional lifeways.

**Online meeting schedule**

<b>Section</b>	<b>Meeting Time</b>	<b>Meeting Dates</b>	<b>Mode of instruction</b>
LEC 01	2:00-3:15	Tuesday, Thursday	Online, synchronous

**Course Learning Outcomes**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. At the end of this course, students will be expected to:

- 1) Explain the lifeways of Plains bison hunters and horticulturalists, with particular emphasis on the Blackfoot and Hidatsa.
- 2) Understand the merits and biases in the ethnohistoric documents, ethnographic accounts and oral traditions of these groups.
- 3) Appreciate the influence of alternative worldviews on the interpretation of anthropological evidence.
- 4) Know how to apply these basic principles in their evaluations of other ethnographic accounts of Indigenous groups around the world.

## Course Learning outcomes in relation to Program Learning Outcomes.

Course Learning Outcomes	PLO(s)*	Level(s)**
Explain the lifeways of Plains bison hunters and horticulturalists, with particular emphasis on the Blackfoot and Hidatsa.	DK1; CM7; E9; A2, 3	1, 2
Understand the merits and biases in the ethnohistoric documents, ethnographic accounts and oral traditions of these groups.	DK3; CM8; E10; A3	2, 3
Appreciate the influence of alternative worldviews on the interpretation of anthropological evidence.	DK3; R5; CM8; E9, 10; A3	2, 3
Know how to apply these basic principles in their evaluations of other ethnographic accounts of Indigenous groups around the world.	DK2, 4; CM8; E9, 10; A3	2, 3

\***PLOs = Program Learning Outcomes: Disciplinary Knowledge (DK):** 1. Demonstrate an understanding of the basic concepts, history, terminology, methods, theoretical perspectives, issues, and contemporary concerns in their respective field. 2. Show familiarity with how their field relates to other academic disciplines. 3. Think critically about how the knowledge and skills acquired in their program can be applied to major issues in contemporary society and the student's own life. 4. Continue to engage in the disciplinary community. **Research (R):** 5. Conceptualize, design, and implement research for the generation of new knowledge or understanding within the discipline (Council of Ministers of Education, 2007). **Communication (CM):** 7. Write a clear, well-organized, research paper that is informed by a critical evaluation of academic literature in the field and/or based on original research. 8. Present and discuss ideas and information in a format appropriate for a specific audience. **Ethics (E):** 9. Demonstrate an understanding of, and commitment to, ethical conduct within the field 10. To think holistically, emically, comparatively, and with cultural sensitivity. **Archaeology (A):** 2. Use appropriate analytical methods to understand past human cultures. 3. Develop cross-cultural sensitivity with regard to the management of, and research into, material remains and cultural heritage. **\*\*Levels:** 1. Foundation, 2. Intermediate, 3. Advanced

### Prerequisites

Prerequisite: None

### Recommended Learning Resources

Resources available for discussions on the Blackfoot

Grinnell, George B., 1962 *Blackfoot Lodge Tales: The Story of a Prairie People*. University of Nebraska Press; Facsimile edition of 1892 edition. Lincoln, Nebraska. (Accessible online through library)

Wissler, Clark

1910 *Material Culture of the Blackfoot Indians. Anthropological Papers of the American Museum of Natural History Volume 5, Part I*. American Museum of Natural History, New York.

1911 *The Social Life of the Blackfoot Indians. Anthropological Papers of the American Museum of Natural History, Volume VII, Part I*. American Museum of Natural History, New York.

1918 *The Sun Dance of the Blackfoot Indians. Anthropological Papers of the American Museum of Natural History, Volume XVI, Part III*. American Museum of Natural History, New York.

Wissler, Clark and David C. Duvall

1908 *Mythology of the Blackfoot Indians. Anthropological Papers of the American Museum of Natural History, Volume 2(1)*. American Museum of Natural History, New York.

Readings in the *Anthropological Papers of the American Museum of Natural History* are available through the digital library of the Smithsonian Institution at <http://digitallibrary.amnh.org/handle/2246/6>

Resources available for discussions on the Hidatsa

Bowers, Alfred

1992 *Hidatsa Social and Ceremonial Organization*. Smithsonian Institution, Bureau of American Ethnology, Bulletin 194. U.S. Government Printing Office, Washington. <https://repository.si.edu/handle/10088/15485>

Matthews, Washington

1877 *Ethnography and Philology of the Hidatsa Indians*. United States Geological and Geographical Survey, Miscellaneous Publications No. 7. Government Printing Office, Washington.

<https://doi.org/10.3133/70038998>

Weitzner, Bella

1979 *Notes on the Hidatsa Indians based on Data Recorded by the Later Gilbert L. Wilson*. Anthropological

Papers of the American Museum of Natural History, Volume 56(2). American Museum of Natural History, New York. Available through the Smithsonian Institution at <http://digitallibrary.amnh.org/handle/2246/6>

## Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection
- Access to ZOOM

## Grading (Weighting)

During our first session, the students and I discussed and negotiated the terms of assessment for this course. The results of a survey generated the following options and their respective weightings. **(1)** A documentation assignment weighted at 20% where students are asked to transcribe original field notes and discuss the contents of the text. **(2)** A map exercise, also weighted at 20%, where students are asked to compare a Native American map with a contemporary map of the same area. **(3)** An open book midterm exam weighted at 15% consisting of multiple-choice questions and written responses to questions. **(4)** One or two short (2-pages, single spaced) written commentaries based on the readings and lecture material. This component of the grade is weighted at 20% but the students have the option to submit either one or two commentaries. **(5)** One or two critiques of peer-reviewed articles dealing with components of the course weighted at 20%. Again, students have the option to submit one of two critiques to satisfy this requirement. For both the commentaries and the critiques, students **MUST** clearly indicate their intention to hand in one or two comments or critiques at the time of the submission of their first assignment for this component of the course. Students who opt to complete only the second assigned commentary or critique **MUST** notify their instructor of their intentions by the deadline for the submission of the first commentary or critique. **(6)** Finally, class participation is weighted at 5% and is based on student participation in the course through questions, comments on the chat line and involvement through other interactions on ZOOM.

### Due dates

The dates for each component of the grading scheme are as follows:

1. Documentation (September 23)
2. Map exercise (October 7)
3. Midterm exam (October 26)
4. Commentaries (October 21, November 16)
5. Critique (November 23, December 2)

For your information, the policies for the scheduling of examinations are available at <https://www.ucalgary.ca/pubs/calendar/current/g-1.html>.

## Rules and requirements

You will be given a 24-hour window to write the midterm. The midterm will be a 1-hour exam with 30 minutes of added contingency time (total 90 minutes). It is **NOT** essential to pass all components to pass the course as whole. For all open book exams, students have permission to access course notes, e-texts, or online resources but they will **NOT** be permitted to cut and paste information directly from these sources. Instead, students **MUST** answer the questions by expressing their ideas and those of others in their own words. Late assignments will be assessed a **5%** penalty per day.

## Grading Scheme

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be

converted to a letter grade as follows:

95–100	A+	75–79.9	B	59–62.9	C-
90–94.9	A	71–74.9	B-	55–58.9	D+
85–89.9	A-	67–70.9	C+	50–54.9	D
80–84.9	B+	63–66.9	C	<50	F

### **Missing a required component of the course**

In the event that a student misses a midterm or any course work due to illness, please contact the instructor as soon as possible, preferably within 24 to 48 hours.

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see [ucalgary.ca/registrar](http://ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

For a reappraisal of graded term work, see: <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For a reappraisal of your final grade, see: <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

### **Referencing Standard**

*In written work presented in this class, the accepted method for referencing the work of others will be the SAA Style Guide: [https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide\\_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e\\_6](https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018c5062f7e55154959ab57564384bda7de.pdf?sfvrsn=8247640e_6)*

### **Statement of Land Acknowledgement**

*We work on the traditional territories of the people of Treaty 7, which includes the Blackfoot Confederacy comprising members of the Siksika, Piikani, and Kainai First Nations; the Tsuu t'ina First Nation, and the Stoney Nakoda comprising members of the Chiniki, Bearspaw, and Wesley First Nations. The City of Calgary is also home to the Métis Nation of Alberta, Region III.*

## **SUPPLEMENTAL INFORMATION**

### **ACADEMIC ACCOMMODATIONS**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability

should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **ACADEMIC MISCONDUCT**

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **SUPPORT AND RESOURCES:**

Please visit the Registrar’s website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information

- Safewalk