

NAS 204 Native American Experience

Winter 2018 CRN 10303 (4 credits)

T & R 2:00pm — 3:40pm 122 Whitman Hall

Grace Chaillier (*Sicangu Lakota*), MFA Contingent Associate Professor

Center for Native American Studies (CNAS) 906 227-1397

Office Hours @ CNAS 112 Whitman Hall

Tues & Thurs 4:00pm — 6:00pm Appointments, please

Email me in grammatically correct form when necessary

grachail@nmu.edu

I would rather speak to you in person whenever possible.



Medicine Wheel

Course Overview

NAS 204 is an introductory survey of the lives, customs, skills, events, and opinions that have shaped and continue to influence who Native Americans are. Because these subjects are infinitely broad, one of our concentrations will be Native communities of the Great Lakes region. We will also study tribal cultural worldviews of Indigenous peoples from homelands across the United States. Our approach will incorporate readings, lectures, discussions, presentations, videos, and films.

Working in the spirit of cooperative community, as tribes are inclined to do nowadays, we will survey a wide array of topics including, but not limited to, identity, family, history, stereotypes, media, arts, literature, health, spirituality, sovereignty, urbanism, activism, ecological knowledge, and Indigenous legal rights. Since Native peoples place an emphasis on oral history, song, and storytelling, **oral participation will be important in our classroom and your contributions will impact your final grade.**

I may call upon you to contribute. Do come to class prepared for discussion.

Texts and Resources

Native American Voices: A Reader (third edition) Susan Lobo, Steve Talbot & Traci L. Morris

Voice on the Water: Great Lakes Native America Now Grace Chaillier & Rebecca Tavernini, Eds.

Indian Country Today Media Network online *YouTube* online

Outcomes

After completing this course successfully, demonstrated mastery of materials will include students having learned to:

1. Explicate differing examples of Indian identity
2. Present examples of Indian cultures and some key historic events in Indian history
3. Explain Native language loss, recent language retention efforts, and the cultural importance of both
4. Describe federal recognition of Indian tribes and what that status entails; define tribal citizenship
5. Discuss crucial contemporary Indian laws
6. Express the consequences of compulsory Indian boarding schooling on Native peoples and communities
7. Provide a broad overview of Indian social welfare issues
8. Differentiate between Indigenous and non-Indigenous ecological perspectives
9. Distinguish between Native and non-Native family and community relationships

Assessments

Three exams, at least two pop quizzes, four in-class pop style ten-minute papers, a PowerPoint Presentation, and optional extra credit papers will evaluate course material comprehension and the effectiveness of having realized the outcomes listed on page one. Oral participation will also be considered. Regarding ten-minute papers, you will access *Indian Country Media Network* articles online that I'll assign on EduCat (see pgs 3 & 4) and you'll be responsible for carefully reading those materials in preparation for four ten-minute papers that will be written in class throughout the semester. They'll be detailed, pop style, and composed at the beginning of four random class periods; you must be present at the start of class to participate.

Policy

Attendance & Conduct

You may miss two classes (1 week) without impacting your grade. Beginning with the third class missed, points will be deducted from your final grade. If you know you are going to miss a **third or beyond class**, please notify me by phone or in person. Please email me only as a last resort. I typically respond to student emails during business hours. You are responsible for obtaining notes, Indian Country Today assignments, etc. from a classmate when you miss class. Tardiness and early departure disrupts class; please arrive and depart at appropriate times. Please don't pack up early. **Sleeping/napping during a class meeting is rude and unacceptable behavior.** I may request you leave to sleep elsewhere.

Technological apparatus

This is a "No Laptop Usage" and "No Cell Phones In Hand or In Sight" class. Cell phones may be on pulse only if you have a family emergency ongoing. If not, keep them TURNED OFF AND PUT AWAY. **I DON'T WANT TO SEE THEM AT ALL.** Absolutely no text messaging during class. **It's rude.** No headphones. **PLAN TO TAKE HANDWRITTEN NOTES EACH DAY.**

Extra Credit

I encourage you to write extra credit papers about film, since there's much available. Read all the extra credit information posted to EduCat carefully before handing in any work. I'll announce additional extra credit opportunities. First half extra credit papers are due by Thursday of Week 6. Last half extra credit papers are due by Thursday of Week 12. Do hand in early. More about extra credit ongoing.

**** Please ask questions in class. ****

Food & Beverages

Life is a feast. Bring it on! But, be thoughtful. Rattling paper and popping cans are distracting. Do clean up after yourself.

Plagiarism

Copying anyone else's work and handing it in as your own is theft and cheating, even if you have changed some of the wording. Any work not completely, individually your own, not original, or not cited as to source if it is another's work will be dealt with through the Dean of Students Office. I am very serious about this. When in doubt, don't!

Non-Discrimination Statement

NMU does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 906 227-2420.

ADA Statement

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office at 2001 C. B. Hedgcock (227-1700; TTY 2271543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and university guidelines.

Grade Scale

| | | |
|----|---------|---------|
| A | 95-100% | 380-400 |
| A- | 90-94% | 360-379 |
| B+ | 87-89% | 340-359 |
| B | 84-86% | 320-339 |
| B- | 80-83% | 300-319 |
| C+ | 77-79% | 280-299 |
| C | 74-76% | 260-279 |
| C- | 70-73% | 240-259 |
| D+ | 67-69% | 220-239 |
| D | 64-66% | 200-219 |
| D- | 60-63% | 180-199 |

Grading





| | | |
|---|-------|-----|
| Three Exams | 75 ea | 225 |
| One presentation | | 75 |
| Two pop quizzes | 30 ea | 60 |
| Four 10 min. papers | 10 ea | 40 |
| Perfect total | | 400 |
| (Exams will never be comprehensive. You are responsible for arranging to make up a missed exam <u>before the next class meeting. Quizzes & 10 minute papers are 'pop' and cannot be made up.</u> You must be present at the start of class to participate in 10 min. papers.) | | |
| Minus extra absences | | — |
| Plus extra credit | | — |
| Grand total | | — |










Websites of interest

<https://indiancountrymedianetwork.com/>
<https://www.nmu.edu/nativeamericanstudies/home-page>
www.u.arizona.edu/~ecubbins/webcrit.html
www.nmai.si.edu/
www.nativeweb.org/
www.nativepeoples.com
<http://puffin.creighton.edu/lakota/index.html>
www.indianz.com
www.indians.org
www.reznetnews.org
www.indians.org
www.nativenet.org
www.nativetelecom.org/
www.nativevillage.org/Messages%20from%20the%20People/timeline%20for%20Indian%20Mascots.htm

Week to Week 1st half

This document and our time together are works in progress. I reserve the right to update both as we proceed.

|  | |
|--|--|
| <p><u>Week 1</u></p> <p>Make a friend, acquaintance, or seat buddy in class. <u>You will need one when you miss class.</u></p> | <p>Getting to know you & me About the syllabus <u>DO READ THE SYLLABUS CAREFULLY OFTEN!</u></p> <p>Characteristics of Native American Literature, Extra Credit papers info, and <u>more on EduCat</u></p> <p>Introduction to our textbooks – <i>Native American Voices</i> = NAV and <i>Voice on the Water</i> = VOW</p> <p style="text-align: center;">BRING ASSIGNED READING TEXTBOOK(S) TO CLASS. NAV this Thursday!</p> <p><i>Come to class each day prepared to discuss assigned reading. I may call on you if we review!</i></p> <p><u>Assignment 1 Thurs Week 1: NAV Part 1: People & Nations</u> Read pgs 2–15 & pgs 28–35</p> <p><u>Assignment 2 Thurs Week 1: Read “Identity Defining Terms”</u> under American Indian Identity on EduCat Discussion Lecture – Indian Identity: Who/what is an American Indian?</p> |
| <p><u>Week 2</u></p> <p> Indian Country TODAY MEDIA NETWORK.com</p> <p>YouTube</p> | <p><u>Assignment Tues Week 2: NAV Part 1: People & Nations</u> Read pgs 45–49, NAV Part 2: The Hidden Heritage Read pgs 52–70 & 88–92 VOW Read “Anishinabe Greet the Dawn” pg 222 & “A Legacy of Silence” pg 108 Why read the last entry in VOW first?</p> <p><u>Assignment Tues Week 2: Indian Country Media Network</u> online</p> <p>Film: <i>Our Fires Still Burn: The Native American Experience</i> (57 min) (in class) film discussion</p> <p>YouTube: “The Great Law” https://www.youtube.com/watch?v=L1V5VeRdMnI (on your own)</p> |
| <p><u>Week 3</u></p> | <p><u>Assignment 1 due Tues Week 3 (start of class):</u> Typed, hard copy table 10 items/objects Indians contributed to America & 10 place names of Indian language origin (template on EduCat)</p> <p><u>Assignment 2 Tues Week 3: NAV Part 3: The American Indian Story (History)</u> Read pgs 95–119 & 140–150 VOW Read “A Michigan Turning Point: The 1819 Treaty of Saginaw” pg 90</p> <p>Read <i>Genocide in the Americas</i> (excerpt) on EduCat</p> <p>Film: <i>500 Nations: The Ancestors</i> (50 min) (in class) film discussion</p> |
| <p><u>Week 4</u></p> <p> Indian Country TODAY MEDIA NETWORK.com</p> | <p><u>Assignment Tues Week 4: NAV Part 4: “The Only Good Indian . . .”: Racism, Stereotypes, & Discrimination</u> Read pgs 152–193 & 198–200 VOW Read “Probably Indian” pg 160, “The Birch Basket” pg 116, “Welcome to Jackson, Niidj” pg 152 (Why include this last reading this week?)</p> <p>Read/View both parts of Mascots on EduCat discussion Mascots & Logos PowerPoint (if time)</p> <p><u>Assignment Tues Week 4: Indian Country Media Network</u> online</p> <p>Film: <i>In Whose Honor?</i> (46 min) (in class) film discussion</p> |
| <p><u>Week 5</u></p> <p></p> | <p><u>Assignment Tues Week 5: NAV Part 5: Native Representations: Media & Arts</u> Read pgs 202–235 VOW Read “I’ve Been Waiting to Write” pg 3, “The Business of Word Dancing” pg 76</p> <p>Films: <i>Goodnight Irene</i> (short drama) & <i>Raccoon & Crawfish</i> (short animation) (in class) discussion</p> <p>Lecture – What is ledger art? Ledger Art PowerPoint</p> <p><u>Exam 1 Thursday</u></p> |
| <p><u>Week 6</u></p> <p><u>1st half extra credit work due Thursday start of class (stapled hard copies only)</u></p> | <p><u>Assignment Tues Week 6: NAV Part 6: Community Wellness: Family, Health, & Education</u></p> <p>Read pgs 238–264 & 280–301 VOW Read “When Grandmother Came Calling” pg 119, “Grandma Betty Meets Sky Angel” pg 71 & “Planned Parenting: Anishinabe Style” pg 72</p> <p><u>Assignment Tues Week 6: Indian Country Media Network</u> online</p> <p>Lecture – Sherman Alexie bio and <i>Smoke Signals</i> prep Film: <i>Smoke Signals</i> (89 min) (in class)</p> |
| <p><u>Week 7</u></p> | <p><u>Assignment Tues Week 7: NAV Part 7: The Sacred: Spirituality & Sacred Geography</u> Read pgs 303–328 & 337–342 VOW Read “On the Foundation of Sacred” pg 196, “To Dance is to Pray” pg 197, “John Bird Dancing” pg 215 “The Dance” pg 217 “Firekeeper” by Richard Wagamese on EduCat</p> <p>*** Presentation proposals roundtable—<u>Come prepared to choose a notable American Indian from an assigned list on EduCat. Come prepared with questions after reading the PowerPoint Presentation Announcement on EduCat</u> ***</p> <p>Film: <i>Mato Paha: Rally to Protect Bear Butte</i> (60 min) (in class) film discussion</p> |

| | |
|--|--|
| <p><u>Week 8</u></p> |  <p style="text-align: center;">Spring Break — Enjoy!</p> |
| <p><u>Week 9</u></p> <p>You Tube</p>  | <p><u>Assignment for Tues of Week 9: NAV Part 8: Native Sovereignty: Self-Governance, Culture, and Sustainable Development</u> Read pgs 344—369, 376—387 & 395—397 VOW Read “Shapeshifters” pg 8 Discussion ** Lecture — Powwow ** https://www.youtube.com/watch?v=3LdJ0gpFOQE (on your own) https://www.youtube.com/watch?v=dn-ZuF-eirw (on your own) (Reaction? I may ask!) <u>Assignment for Tues of Week 9: Indian Country Media Network</u> online Film: American Outrage (57 min) (in class) film discussion</p>  |
| <p><u>Week 10</u></p> <p>You Tube</p>  | <p><u>Assignment for Tues of Week 10: NAV Part 9: Urbanism: Ancient & Contemporary</u> Read pgs 399—403 & 416—444 VOW Read “Remembering to Honor the Gifts of Mother Earth” pg 150 The Learning to Walk Together Powwow this weekend! View NYC NDN https://www.youtube.com/watch?v=3-tmkNaGzWE (on your own) Discussion Exam 2 Thursday **** (NDN is an acronym for the word Indian) ****</p> |
| <p><u>Week 11</u></p>  | <p><u>Assignments for Tues of Week 11: NAV Part 10: Indigenous Rights: Struggle & Revitalization</u> Read pgs 456—468, 489—491 & 494—497 VOW Read “Indian Pride” pg 98 <u>Assignment for Tues of Week 11:</u> Access the Honor the Earth website at URL provided: http://www.honorearth.org/ Activist Winona LaDuke (<i>Mississippi Band Anishinaabe</i>) has been championing environmental issues inside and outside Indian Country most of her life. She is role model for land stewardship. Film: A Tattoo on My Heart: The Warriors of Wounded Knee 1973 (56 min) (in class) discussion</p> |
| <p><u>Week 12</u> 2nd half extra credit work due Thursday start of class (stapled hard copies only)</p> | <p><u>Assignment for Tues of Week 12: VOW</u> Read “I Always Knew” pg 161, “What Does it Mean to Me to Be an Indian?” pg 165, “Drops of Blood” pg 170, “More Than All the Answers” pg 174 & “Finally, to Be Included” pg 182 Lecture — Navajo Code Talkers Film: Navajo Code Talkers: The Epic Story (55 min) (in class) film discussion *** Group 1 (Activists) Student PowerPoint presentations Tuesday ***</p> |
| <p><u>Week 13</u></p>  | <p><u>Assignment for Tues of Week 13: VOW</u> Read “Life in the Mitten” pg 42, “Backroads” pg 43, “Sap Happy” pg 54, “Muskrats in Mushrooms” pg 55, “Binaians Ajiid” pg 56, “Clan Relations” pg 58 & “The Spirit Bird Woman’s Two Men” pg 60 Film: My Home: An Oneida Legend (19 min) (in class) <u>Assignment for Tues of Week 13: Indian Country Media Network</u> online *** Group 2 (Artists) Student PowerPoint presentations Tuesday ***</p> |
| <p><u>Week 14</u></p> <p>NOTE: Two groups present this week!</p> | <p><u>Assignment for Tues of Week 14: VOW</u> Read “Dancing the Rice” pg 192, “Manoomin” pg 19, “The Little People’s Eagle” pg 21, “Letters to My Sister from Rice Camp” pg 22, “Sunrise” pg 31, “Sunrise Ceremony 2010” pg 6, “Sweetgrass Spirit” pg 32, “The Eagle Rock Stand” pg 33 & “Eagle Rock (Song for the People)” pg 39 *** Group 3 (Athletes) Student PowerPoint presentations Tuesday & Group 4 (Writers) Thursday ***</p> |
| <p><u>Week 15</u></p>   | <p><u>Assignment for Tues of Week 15: National Geographic</u> article “Scenes from an Indian Renaissance” (from a handout in class) *** Group 5 (Actors/Entertainers) Student PowerPoint presentations Tuesday *** <u>Assignment for Tues of Week 13: Indian Country Media Network</u> online</p> |
| <p><u>Week 16</u></p>  | <p style="text-align: center;">Exam 3 Final Monday, April 30, 2018 2:00pm to 3:50pm in our usual room PLEASE DO NOT request an alternate situation/date/time to complete the final exam!</p> |