

**CES 171 INTRODUCTION TO INDIGENOUS STUDIES**

**FALL 2015**

**MWF 10:10-11:00 CUE 209 Instructor: Jeanette Weaskus, Ph.D.**  
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**Office Hours: M 9:00-10:00 & 12:30-1:30**  
**W 12:30-1:30**

**Required Text/Materials:**

Kidwell, Clara Sue. *Native American Studies*. U of Nebraska P, 2005. Print.

**Catalog Description:**

Introduction to indigenous studies; introductory course to contemporary indigenous cultures and politics.

**Course Description:**

What I want you to take away from this course is a practical knowledge of modern Native America which will be useful should you ever be employed in an environment for or among an American Indian tribe. In this course we will focus on pre-contact gathering of foods and the Native relationship with local tribal lands; this is called "foodways," by modern Natives. In examining the ancient foods & techniques of harvesting, the journey from hunter-gatherer to modern reservation Indian reveals the drastic cultural transformation which took place since contact.

Through the colonization process, the U.S. federal government prohibited and banned the hunter-gatherer lifestyles that indigenous people had lived prior to European arrival. This caused American Indians to reinvent their entire cultures and identities in a very short time period and is directly tied to modern day health problems as a result of food colonization & control. Food has always been at the core of hunter-gatherer peoples and continues to define much of the cultural values, in examining this transformation through time you can have an idea of the other aspects of forced change that happened to the American Indians through the colonization process.

We will also examine how indigenous identity transformed under United States Federal Indian Policy and other cultural assimilation policies. The most important federal Indian policies for non-Indians to learn about are boarding school and the Howard-Wheeler Act of 1934. These two

policies are directly tied to the state of modern American Indian identity & language. We will also learn the importance of indigenous languages and the struggle faced by most tribes to preserve their language and pass it along to the next generation of speakers. The boarding school era of American Indian history succeeded to destroy most indigenous languages, leaving very few tribal languages still spoken fluently. Most indigenous languages are currently in danger of extinction because of how few fluent speakers are alive and passing on the language to the younger tribal members. Currently tribes are using technologies such as “Iphone” language “apps,” and tribal language “DS” games. The Cherokee Tribe had laptops constructed with the keyboard in their language symbols so that children are bi-lingual in English & Cherokee languages.

**Course Objectives: WSU Learning Goals which are addressed in my course objectives are highlighted**

- Students should finish this course with an understanding of key historical policies that effected American Indians and continue to define contemporary Native culture = **Communication, Diversity, Depth, Breadth, and Integration of Learning, Critical and Creative Thinking**
- To explore the American Indian Movement and the accomplishments that emerged from the civil rights movement which have improved modern American Indian peoples’ , reservations and conditions = **Critical and Creative Thinking, Diversity, Information Literacy**
- Learn the ancient foodways of Native America which includes the history of food control enacted through colonization policies that resulted in frybread & a high obesity/Diabetes rates = **Quantitative Reasoning, Critical and Creative Thinking, Scientific Literacy**
- What I want for you is to acquire a “cultural literacy” through a semester of discussion so that you can confidently and successfully build relationships using what you have learned about Natives should you ever need this skill during your years at WSU or while employed = **Depth, Breadth, and Integration of Learning, Communication, Information Literacy**

### WSU Learning Goals

#### **Critical and Creative Thinking**

*Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways*

#### **Quantitative Reasoning**

*Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.*

#### **Scientific Literacy**

*Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.*

### **Information Literacy**

*Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand*

### **Communication**

*Graduates will write, speak, and listen to achieve intended meaning and understanding among all participants.*

### **Diversity**

*Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.*

### **Depth, Breadth, and Integration of Learning**

*Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.*

### **WSU Policies:**

**Plagiarism:** The Council of Writing Program Administrators (CWPA) argues that “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The WSU Academic Honesty Policy (based on State of Washington Code) expands the CWPA definition of plagiarism as well as explaining other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit intentional acts of plagiarism will be reported to the Assistant Director of Composition and the Dean of Students’ Office and will fail the class. See also [www.wsulibs.edu/plagiarism](http://www.wsulibs.edu/plagiarism).

**Disability Accommodations:** Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations **MUST** be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist by email at [drc@wsu.edu](mailto:drc@wsu.edu).

**Cell Phones:** Washington State University cell phone policy is to set your personal communication device to vibrate during class time. Use of cell phones, pagers, PDAs, or similar communication device is not allowed during classes unless activity supports class activities. Your personal communication devices are an integral part of the WSU’s emergency notification system and in the event of a campus emergency, all cell phones will vibrate simultaneously. If this occurs, you may consult your device to determine if a University emergency exists. If that is

not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted upon request.

**Student Support Services:** In the event of a death in your family or serious medical condition/accident contact Student Support Services so that I may work with the counselors to make arrangements for your assignments. You need not go through that magnitude of stress alone, that is what Student Support Services is there for – to help you deal with difficult life experiences while at the same time trying to navigate and graduate WSU. Do not force me to deal with your difficult situation – let WSU counselors help student and instructor through it.

**Classroom Etiquette:** Student's grades depend upon being able to pay attention to class lectures. Please be respectful of students who want to earn high grades by keeping quiet during lecture periods. In the event of students talking loudly during a lecture, I will ask the disruptive student(s) to stop talking. If a student continues to talk and be disruptive, they will be asked to leave. If the behavior continues, I will request a meeting with the student's department chair or advisor so that action can be taken to preserve a respectful environment for the rest of the class.

**Make-up/Late work policies:** WSU make-up work policy allows athletes or students attending WSU sanctioned events to turn in a WSU absence notification and be allowed to make up any work that was due during their absence for full points. Students must turn in their absence notification before their planned absence or with the late assignment.

If you have a medical emergency or other semi-serious ailment and miss turning in work because you were in the emergency room, hospital, or were too ill to make it in - bring in your medical paperwork when you turn in your late assignment.

In the event of a death in your family, car accident, or other traumatic event contact Student Support Services so that counselors will make arrangements with me regarding your missed assignment(s). Do not let the entire semester go by and then try to turn in your work when final grades are due – you will fail the course without the counselor emails to excuse your late work and missed classes.

Job interviews are eligible for make-up work, bring your documentation when you turn in your late assignment.

**Do not turn in work for other students who are absent. Be advised: their grade will be entered into the grade-book as 0% until I see documentation from a circumstance as listed above.**

### **Grading Criteria & Assignments:**

Class Journal	= 45%
Group Discussion Leads	= 20% (10% for each assigned Friday)
Participation of in-class groups	=15%
Take Home Mid-term Exam	= <u>20%</u>

Total = 100%

**I do not accept assignments over email so do not email your papers on the due date. I will enter emailed papers into the grade-book as 0%.**

**Journal:** journal entries will be collected on Friday Feb 27 to be calculated into your mid-term grade & Friday April 24 to be calculated into your final grade. Journal entries are to be formatted as 1 page, double spaced, 12 pt font Word documents written about a topic as assigned by presenting groups on Fridays or by myself for a total of 12 pages. Do not email your journal entries, turn in paper copies on the assigned due dates. Journal is worth 45% of your final grade (your final grade will be far less if you turn in half or 3/4 page short or poorly written entries).

**Group lead of class discussion:** during the first week of classes you will sign up for a group. The purpose of this group is to present material for 2 Friday class periods as listed on the course calendar. You can coordinate your discussion questions or Power-point slides using the Angel email feature which has all of your classmates emails automatically stored. Questions should address the basics like reading content and lecture content for that week's topic and move beyond the surface to promote critical thought & discussion. Group members will be responsible for providing the journal writing prompt on their discussion days. Groups are worth 10% each class period for a total 20% of your final grade.

**Participation:** your participation for in-class group activities = 15% of your final grade.

**Mid-term Take-Home Exam:** this exam will address the content you have read, took notes on during lecture, and discussed over the first half of the semester. The exam will be posted on Angel Friday Feb 20, you will have 7 days to complete the exam which will be due Friday Feb 27. Do not email your exam, turn in a paper copy. Mid-term exam = 20% of your grade.

### **Grading Scale:**

100%-95% = A	79%-77% = C+
94%-90% = A-	76%-74% = C
89%-87% = B+	73%-70% = C-
86%-84% = B	69%-68% = D+
83%-80% = B-	67% -65% = D, 64% & Below = FAIL

### **Course Calendar – Subject to Change**

#### **Week 1: Jan 12 – Jan 16**

M Introduction/T & R

W Kidwell CH 1/Groups

F Red Power & Occupations/Groups

**Week 2: Jan 19 – Jan23**

M **HOLIDAY MLK DAY**

W AIM/Civil Rights Movement

F Film

**Week 3: Jan 26 – Jan 30**

M Dawes Act of 1877

W Kidwell CH 3

F Group 1

**Week 4: Feb 2 – Feb 6**

M Cherokee Removal Act of 1932

W Kidwell CH 2

F Group 2

**Week 5: Feb 9 – Feb 13**

M Indian Reorganization Act of 1934/Tribal Citizenship

W Kidwell CH 4

F Group 3

**Week 6: Feb 16 – Feb 20**

M **HOLIDAY PRESIDENT'S DAY**

W Boarding School

F Take Home Mid-term Exam posted on Angel

**Week 7: Feb 23 – Feb 27**

M Modern American Indian Languages

W Kidwell CH 5

F Group 4/Take-Home Mid-term Exam Due/6 Journal Entries Due

**Week 8: Mar 2 – Mar 6**

M Optional Mid-term Grade Conferences – Cleveland Hall 23C 9am-2pm

W Optional Mid-term Grade Conferences (Mid-term Grades Due 5pm)

F **No Class**

**Week 9: Mar 9 – Mar 13**

M California Indians

W Great Basin Culture Area

F Southwest Culture Area by Group 5

**Week 10: Mar 16 – Mar 20 SPRING BREAK**

**Week 11: Mar 23 – Mar 27**

M Plateau

W Plains

F WA Coastal Culture Area by Group 1

**Week 12: Mar 30 – Apr 3**

M Northeastern Culture Area

W Southeastern Culture Area

F Mashantucket Pequots & Seminoles by Group 2

**Week 13: Apr 6 – Apr 10**

M IGRA of 1988

W Film

F Tribal Enterprises by Group 3

**Week 14: Apr 13- Apr 17**

M Commods & Frybread

W Film (Avapai Apache)

F Group 4

**Week 15: Apr 20 – Apr 24**

M Powwow

W Powwow

F Group 5 (6 Journal entries due)

**Week 16: Apr 27 – May 1**

M Optional Grade Conferences/Office Hours 9am-2pm Cleveland Hall 23C

W Optional Grade Conferences/Office Hours 9am-2pm Cleveland Hall 23C

F Optional Grade Conferences/Office Hours 9am-2pm Cleveland Hall 23C