

ANTHROPOLOGY 327/CES 378
CONTEMPORARY NATIVE PEOPLES OF THE AMERICAS
SPRING 2015

MWF CUE 209 11:10-12:00

Instructor: Jeanette Weaskus, Ph.D.

Phone: (509) 335-0565

Email: weaskusj@wsu.edu

Office Hours: M 9:00-10:00 & 12:30-1:30

W 12:30-1:30@ Cleveland 23C

Required Texts:

Gilley, Brian, Joseph. *Becoming Two Spirit*. U of Nebraska P. 2006. Print.

Gruber, Eva. *Humor in Contemporary Native North American Literature*. Camden House, Rochester, NY: 2007. Print.

Liebold, Jay, ED. *Surviving In Two Worlds*. U of Texas Press, Austin: 1997. Print.

Reyner, Jon Allen. *Education and Language Restoration*. Chelsea House Pub, 2005. Print.

Catalog Description:

327 [S,D] Contemporary Native Peoples of the Americas 3 Contemporary cultures of Native American communities emphasizing North America. (Crosslisted course offered as ANTH 327, CES 378). Recommended preparation: ANTH 101 or CES 171.

Course Description: In this course we will examine & discuss the following aspects of modern Native American culture:

- 1) A modern day movement by Native American tribes exists to reclaim and carry forth their aboriginal languages into the future generations through language immersion by age group and school grade & other types of cultural preservation efforts. If you have ever wondered why you rarely hear Native people speaking their languages to each other in public spaces it is because the US government nearly exterminated all Native languages from existence with the federal Indian policy known as "Boarding School" which lasted from the 1970s-1940s. Post-Boarding School generations constantly struggle to teach their languages to the next generations and this aspect of Native life is a very real concern and occupies the forefront of Native issues today.

- 2) Modern Native American religion will be explored in the following aspect: every tribe had a word for “Two-Spirits” or third gender in Native American languages. Historically, Two-Spirits were powerful & important tribal members, but that changed and we will explore how, when, & why. We will examine the once vital religious and ceremonial roles performed by the Two-Spirit people and how they are also struggling to reclaim their rightful holy places in Native American cultures.
- 3) The way that Native people of America survived colonization was through the practice of humor. You will learn the importance of humor as a survival mechanism and how Native people continue to place a cultural significance on laughter. The stereotypical monotone Indian of television and film that never cracked a smile is a fictional invention of the media of American dominant culture. The reality of Native people is that the practice of humor and laughter is one of the most important aspects of Native culture.
- 4) “Surviving in two worlds” is a common saying among Native Americans who have been raised in their traditional cultures. This means that they are culturally literate in both the dominant mainstream American culture and their own tribal culture and they are able to navigate both worlds. Usually navigating American mainstream ways means that they can survive college/university or a workplace in an American company. Sometimes “surviving” means that traditionally raised Native people have the ability to live in a big city for an extended length of time and can return to their reservation with the ability to still practice Native religions & ceremonies upon returning home.

Course Objectives:

- **Come to a basic understanding of modern day spiritual practices found on Indian reservations across America** **Diversity, Information Literacy**
- **Learn anatomy & function of modern day sweat lodge** **Scientific Literacy**
- **Learn the historical background of holy people both modern and pre-contact** **Diversity, Depth, Breadth, and Integration of Learning**
- **The understanding of Two-Spirits and the issues they face will allow a knowledge of key historical changes that altered perception and acceptance of Two-Spirit people** **Critical and Creative Thinking, Quantitative Reasoning**
- **Explore the point of view of a typical American man as he navigates friendship & brotherhood with modern Native Americans** **Depth, Breadth and Integration of Learning, Communication**
- **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.

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.

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.

If you do not fall under these categories and have made no attempt to make arrangements, I reserve the right to not accept your late work and enter a failing or zero grade for the assignment(s) that were not turned in.

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.

Assignments:

Class Journal: a one (1) page paper written about the topics of each week in class will be due once to be calculated into your mid-term grade (6 entries due Feb 27) & the remaining 6 journal entries for your final grade will be due on Friday Apr 24. Write journal entries in standard academic format (Word document, double spaced, 12 pt font, 1 inch margins). This is worth 45% of your final grade. Journal entries of poorly written quality and short of 1 full page (half and $\frac{3}{4}$ page lengths) will result in far less than 45%. Do not email journal entries, turn in paper copies on the due dates.

Mid-term Exam: a take-home exam which will be posted on Angel Friday Feb 20. You will have 7 days to complete the exam and turn it in for your mid-term grade Friday Feb 27. Do not email your exam, turn in a paper copy on the due date. This is worth 20% of your final grade.

Groups: during the first week of class you will choose a group of your classmates to present with twice over the course of the semester. Groups are worth 20% of your final grade (10% for each class period).

Participation: in-class group activities will add up during the course of the semester to be 15% of your final grade.

I do not accept assignments over email so do not email your papers on the due dates. I will not enter emailed papers into the grade-book and you will receive a 0% for the assignment.

Grading Criteria

Class Journal	45%
Groups	20%
Participation of in-class groups	15%
Mid-term Exam	<u>20%</u>

TOTAL = 100%

Grading Scale:

100-95% A, 94-90% A-

89-87%, B+ 86-84%, B 83-80%, B-

79-77%, C+ 76-74%, C 73-70%, C-

69-67%, D+ 66-64, D 63% & below FAIL

Course Calendar- Subject to Change

Week 1: Jan 12-Jan 16

M Introduction

W Groups

F Groups

Week 2: Jan 19-Jan 23

M HOLIDAY MLK DAY

W Reyner

F Reyner

Week 3: Jan 26-Jan 30

M Reyner

W Reyner

F Group 1

Week 4: Feb 2-Feb 6

M Reyner

W Reyner

F Group 2

Week 5: Feb 9-Feb 13

M Gilley (from pg 3)

W Gilley

F Group 3 (up to pg 63 by Friday)

Week 6: Feb 16-Feb 20

M HOLIDAY PRESIDENT'S DAY

W Gilley (from pg 64)

F Take Home Mid-term Exam Posted on Angel (up to pg 126 by Friday)

Week 7: Feb 23-Feb 27

M Gilley (from page 127)

W Gilley

F Group 4/Take Home Mid-term Exam Due/First 6 Journals Due (Gilley up to page 189)

Week 8: Mar 2-Mar 6

M Optional Mid-term Grade Conferences (Cleveland 23C) 9am-1:30pm (Gruber pg 7)

W Optional Mid-term Grade Conferences (Mid-term grades due 5pm)

F **No Class/Gruber up to pg 55**

Week 9: Mar 9-Mar 13

M Gruber (from pg 56)

W Gruber

F Group 5 (up to pg 110)

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

Week 11: Mar 23-Mar 27

M Gruber (from pg 111)

W Gruber

F Group 1 (up to pg 165)

Week 12: Mar 30-Apr 3

M Gruber (from pg 166)

W Gruber

F Group 2 (up to pg 220)

Week 13: Apr 6-Apr 10

M Liebold (from “Forward”)

W Liebold

F Group 3 (up to pg 84)

Week 14: Apr 13-Apr 17

M Liebold (from pg 85)

W Liebold

F Group 4 (up to pg 170)

Week 15: Apr 20-Apr 24

M Liebold (from pg 171)

W Liebold

F Group 5 (up to pg 252) Final 6 Journals Due

Week 16: Apr 27-May 1

M Optional Final Grade Conferences Cleveland 23C 9am-1:30pm

W Optional Final Grade Conferences Cleveland 23C 9am-1:30pm

F Optional Final Grade Conferences Cleveland 23C 9am-1:30pm