Course Text:

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 which were a series of laws passed by the government to culturally assimilate indigenous peoples into mainstream American society. The most important federal Indian policies for non-Indians to learn about are boarding school laws 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 “Nintendo 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.

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).

This section is for the students not attending class and not turning in work: do not let the entire semester go by and then try to turn in all your work when final grades are due. Please drop the course after you look at the assignments and calculate that 35% of the grade is in-class work that you cannot make up because you did not attend any 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:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Writing Assignments</td>
<td>60% (10 papers @ 6% each)</td>
</tr>
<tr>
<td>Group Writing Preparation</td>
<td>20% (10% for each assigned Friday)</td>
</tr>
<tr>
<td>Participation of in-class groups</td>
<td>20% (4% each activity = 20%)</td>
</tr>
</tbody>
</table>
We ask that you do not email your papers on the due date.

I enter grades for papers turned in on the due date only. I will not search for your assignment in my email inbox. I will enter a 0% for your grade if your paper is not with those turned in.

**Writing:** 5 papers turned in as of Wednesday October 14 will be your mid-term grade (5 @ 6% each) & 5 papers turned in as of Friday December 11 (5 @ 6% each) for your final grade. Papers are to be formatted as 1 page, double spaced, 12 pt font Word documents written about a topic as assigned in class for a total of 10 pages. *Students who turned in all 10 papers on time have the option to revise for a higher grade (if necessary).

**Group writing preparation:** 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. Groups are worth 10% each class period for a total 20% of your final grade. The first week of class will be spent finding your group members and learning how to present the class materials when your group is scheduled.

**Participation:** your participation for in-class group activities = 20% of your final grade, (5 in-class group activities at 4% each will total 20% of your grade).

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100%-95%</td>
<td>A</td>
</tr>
<tr>
<td>94%-90%</td>
<td>A-</td>
</tr>
<tr>
<td>89%-87%</td>
<td>B+</td>
</tr>
<tr>
<td>86%-84%</td>
<td>B</td>
</tr>
<tr>
<td>83%-80%</td>
<td>B-</td>
</tr>
<tr>
<td>79%-77%</td>
<td>C+</td>
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<tr>
<td>76%-74%</td>
<td>C</td>
</tr>
<tr>
<td>73%-70%</td>
<td>C-</td>
</tr>
<tr>
<td>69%-68%</td>
<td>D+</td>
</tr>
<tr>
<td>67%-65%</td>
<td>D</td>
</tr>
<tr>
<td>64% &amp; Below</td>
<td>FAIL</td>
</tr>
</tbody>
</table>

**Course Calendar – Subject to Change**

**Week 1:** Aug 24 – Aug 28

- M Introduction
- W Find Groups/Work on #1
- F Groups Trial Run/Work on #1

**Week 2:** Aug 31 – Sept 4

- M Writing Assignment #1 Due
W WA Coast
F Group 1/Plateau

**Week 3: Sept 7 – Sept 11**
M HOLIDAY LABOR DAY
W CA
F Great Basin

**Week 4: Sept 14 – Sept 18**
M Writing Assignment #2 Due
W SW
F Group 2/SW

**Week 5: Sept 21 – Sept 25**
M Writing Assignment #3 Due
W Plains
F Group 3/Plains

**Week 6: Sept 28 – Oct 2**
M Writing Assignment #4 Due
W Great Lakes/E Coast
F Group 4/NE

**Week 7: Oct 5 – Oct 9**
M Writing Assignment #5 Due
W SE
F Group 5/SE

**Week 8: Oct 12 – Oct 16**
M Writing Assignment #6 Due
W (Mid-term grades due 5pm)
F Group 1/Removal Act of 1832

Week 9: Oct 19 – Oct 23
M Writing Assignment #7 Due
W Boarding School
F Group 2

Week 10: Oct 26 – Oct 30
M Writing Assignment #8 Due
W IRA
F Group 3

Week 11: Nov 2 – Nov 6
M Writing Assignment #9 Due
W T & R
F Group 4/Civil Rights

Week 12: Nov 9 – Nov 13
M Civil Rights Icons
W HOLIDAY VETERAN’S DAY
F Occupations

Week 13: Nov 16 – Nov 20
M Group 5/IGRA
W Writing Assignment #10 Due
F No Class

Week 14: Nov 23 - Nov 27 THANKSGIVING BREAK

Week 15: Nov 30 – Dec 4
M Pequots
W Seminoles
F Cultural Tourism Industry

**Week 16: Dec 7 – Dec 11**

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

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

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