

EST 140: Introduction to Native Peoples, Lands and Cultures, Spring 2011
Tuesdays and Thursdays 9:30-10:50 in Marshall 111

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Required Texts

Ballantine, Betty & Ian (eds.). 1993. *The Native Americans, An Illustrated History*. Atlanta: Turner Publishing.

Battiste, Marie (ed.). 2000. *Reclaiming Indigenous Voice and Vision*. UBC Press.

Deloria, Barbara, et.al (eds.). (1999). *Spirit & Reason: The Vine Deloria, Jr., Reader*. Golden, Colorado: Fulcrum Publishing.

Kanentiio, Doug George. 2000. *Iroquois Culture and Commentary*. Clear Light Publishers.

LaDuke, Winona. 1999. *All Our Relations: Native struggles for Land and Life*. South End Press.

*Although these are the required readings for you to purchase as part of the course, I will assign additional readings from other sources. These readings will be provided for you on Blackboard.

*All of these books are available for purchase through the SU bookstore. However, it should be noted that you can often purchase these books online and used at roughly $\frac{3}{4}$ or $\frac{1}{2}$ the cover price. You may want to check: abebooks.com, alibris.com, addall.com, cheapbooks.com, and amazon.com.

Course Description

This course is designed to provide an introduction to the history of indigenous peoples in North America, as well as to delve into the more contemporary issues facing the Native American community.

The first part of the semester will be devoted to historical events and narratives concerning indigenous populations in North America, including but not limited to populations in the Northeastern United States and the Canadian Arctic. We will seek to define the term *indigenous* and to situate indigeneity in an historical context. Topics include pre-contact, settlement, displacement & 'relocation', and modernity, providing an appropriate segue into studies of contemporary indigeneity.

The second half of the semester will focus on contemporary issues facing indigenous groups in North America. Topics include environmental custodianship, land claims, political development, self-determination, and self-governance.

Performance Evaluation

Self-Essay – You are asked to submit a 2-3 page typed essay designed to give an introduction of yourself and your experiences.

The paper must include the following elements:

1. Introduce yourself and state why you are taking EST 140 (be honest)
2. Explain your experience with different cultures. Include any personal, race, culture, or gender reflections that may shape your attitudes.
3. What was/is your first impression of Native people? What comes to mind? What do you associate with the subject of indigeneity?
4. How do your friends and family feel about Native Americans? Have you had any experiences with indigenous people in North America, positive or negative?
5. What do you believe are the dominant attitudes in North America towards indigenous peoples (past and present)? What do you think are some non-North American viewpoints toward indigenous issues?
6. Why do you believe people are truly interested in North American indigenous populations? Is there something in particular that has always interested you?
7. What kinds of topics do you hope are covered in this class?

“Natives in the News” – Every other week, students are required to submit a 2+ page typed paper that addresses a contemporary issue facing Native Americans. Students are expected to get information for this paper from radio, TV, newspaper, Internet, or other reliable media source. The articles should be recent (1990-present), unless there is some reason to cover an older subject being addressed in a contemporary context. Papers must demonstrate your ability to analyze the subject covered using knowledge and insight gained from the class.

The papers should follow the following format:

1. Introduction (1-2 paragraphs): Summarize the news subject, event, etc. Discuss the general location, people, or environments addressed.
2. Analysis (2-4 paragraphs): What are the underlying topics being covered by the story? What was the author trying to convey? Why was this important at the time of publication/air? Was there thorough and accurate coverage of the issue, or a one-sided viewpoint? What major scientific, political, economic or artistic concepts are at play? Your analysis should reference at least 3 additional sources.
3. Reflection (1-2 paragraphs): Why did you choose this particular story? How might it relate to your life? How could this affect future generations? Any personal recommendations or predictions?
4. References: must contain at least three external separate references cited properly

Discussion/Participation – Active participation in the class is expected and assessed. In order for the class to function successfully, students must be engaged and participate in class discussions. Successful participation includes active listening, demonstration of familiarity with course materials, the manifestation of genuine curiosity and the ability to demonstrate cognitive connections

*Participation will be assessed using the following rubric:

A	Student is actively engaged in the class, contributing regularly to class discussion
B	Student is engaged in the class, contributing often to class discussion
C	Student is engaged in the class, but rarely contributes to class discussion
D	Student is not engaged in the class, rarely contributing to class discussion
F	Student is not engaged in the class, never contributing to class discussion

Log Book/Journal – This is a hard copy, loose-leaf journal, separate from your class notebook, which will be collected periodically for comments and review. It must be loose leaf so that additional pages may be added later.

Content for the log book must include two sections:

1. A codex of key concepts of the course
2. Brief reflections on the class readings, organized by theory/author, as well as reflections on a relevant topic issue discussed or covered in the media

For each entry, you must identify the source (author, book, TV program, date, speaker, etc.) and the topic, then relate what you have learned through the experience of listening, reading, or viewing that portion of the program or text.

Course Project/Presentation – In this assignment, you are to work in groups of 3 or 4 students to undertake a study of a contemporary contentious issue currently being addressed by an indigenous population in North America. Projects include a critical analysis write-up and presentation. Each student must complete his or her own write-up, and your groups will present the findings at the end of the semester. I will provide additional information on a separate handout. **Write-ups are due Tuesday, April 12.**

*Log Book and Course projects will be assessed using the following rubric:

Content	(Ideas)	How complete & 'on task' is the assignment?	20%
Organization	(Structure)	How well organized & coherent is it?	20%
Clarity	(Support)	How well written and supported are the entries/sections?	20%
Depth	(Originality)	How deeply does the student reflect/research?	20%
Fairness	(Balance)	How well does the student consider both sides?	20%

Quizzes – You will have three quizzes (announced and unannounced) over the course of the semester. Quiz questions will test your knowledge of basic material covered in your readings, in lecture, and in class discussion. Format of the quizzes will vary – some will be objective format, while others involve writing a short paragraph summarizing a reading or synthesizing class information. These are designed to help your grade, not to hurt it. If you are present in class and are actively listening, you'll have no problems!

Tests – You will have three tests during the semester that will cover information presented in lecture, class discussion, and readings. Anything we cover is fair game.

Grade Break-Down – Grades in this class are based on a points system, and are as follows:

- Self-Essay: 25 points
- “Natives in the News”: 20 points each (5 submissions)
- Log Book/Journal: 50 points each (2 submissions)
- Participation: 40 points
- Quizzes: 20 points each (3 total)
- Tests: 100 points (3 total)
- Course Project Write-Up: 100 points
- Course Project Group Presentation: 75 points
- Total Possible Points: 800**

Course Grading Scale: The grade you will earn in this course is based on the number of points you accumulate during the semester. The following scale lists the letter grades, the point range each letter grade represents, and the approximate percentage of the course each point range represents.

Grade	Point Range	Minimum Percent
A+	800+	100
A	755-799	95
A-	710-754	90
B+	683-709	87
B	647-682	83
B-	620-646	80
C+	593-619	77
C	557-592	73
C-	530-556	70
D+	503-529	67
D	467-502	63
D-	440-466	60
F	0-439	0

Other Policies and Sundries

If you know ahead of time that you will not be in attendance for a class or on the day of an exam, please let me know in advance so arrangements can be made. In case of severe illness or an emergency, I ask that you please provide me with documentation; otherwise, I cannot make any exceptions.

All of your grades will be posted in the grade book on Blackboard, so you have access to them at all times. Pay attention to these grades. If you find at the midterm that you are not doing well in the class, do not wait until the end of the semester to come see me. If you need additional help with test taking or the writing assignment, seek help early on in the

semester...there are plenty of resources on campus available to you, so take advantage of them. If you come to me at the semester's end (or after final grades have been posted, for that matter) panicked about your grade, there is nothing I can do for you.

The course schedule and list of readings is a work in progress and is TENTATIVE. I reserve the right to change/delete/add readings and the order of topics. Any changes made will be announced in class and will be posted on Blackboard, both under the schedule heading and under announcements. I'll also send out email notification when I make changes, and will give you proper notice.

It is your responsibility to be informed regarding class readings and assignments. I will communicate with you in class and through email, so be sure to check your messages prior to each class meeting.

I do not curve grades. Honest.

Students with disabilities should come see me to ensure that appropriate arrangements are made and your needs are met.

TENTATIVE COURSE SCHEDULE

Tuesday, Jan 18 – Introduction to the class

Thursday, Jan 20 – Course Overview

- Reading: Ballantine Introduction; Part One (14-58)

Tuesday, Jan 25 – Course Overview continued

- Reading: Deloria: Forward; Chapter 7 (78-100)

Thursday, Jan 27 – Continuation of discussion: origins and beliefs; introduction to societies, governments, and life ways

- Reading: Ballantine: Part One (59-97)
- Reading: Kanentio: II Iroquois Roots
- **Self-Essay Due**

Tuesday, Feb 1 – Discussion of origins & beliefs continued

- Reading: Deloria: Chapter 8 (100-121)
- Reading: Deloria: Chapter 18 (223-229)
- **“Natives in the News”**

Thursday, Feb 3 – Pre-Contact

- Reading: Ballantine: Part II (111-138)
- Reading: Deloria: Chapter 9 (123-126)

Tuesday, Feb 8 – Pre-Contact continued

- Kanentio: III Sacred Circles (35-52)

Thursday, Feb 10 – Test 1 Review

Tuesday, Feb 15 – Test #1

Thursday, Feb 17 – Contact – Film: 500 Nations Episode 3: “Clash of Cultures”

- **“Natives in the News”**

Tuesday, Feb 22 – Contact

- Quiz on Film; discussion
- Reading: Ballantine: Part II – The Southwest and Coastal California (139-152)

Thursday, Feb 24 – Contact

- Reading: LaDuke: Seminoles: At the Heart of the Everglades
- Reading: Ballantine: Part III – Making the World Whole Again (213-223)

Tuesday, March 1 – Contact

- Reading: Ballantine: Part II – The Northeast (153-179)
- Reading: Kanentio: IV The Iroquois Family

Thursday, March 3 – Contact

- Reading: Ballantine: Part III – Precarious Balance & The Shedding of Blood (246-282)
- **“Natives in the News”**

Tuesday, March 8 – Test 2 Review

Thursday, March 10 – TEST #2

Tuesday, March 15 – No Classes – Enjoy your Spring Break!

Thursday, March 17 – No Classes – Enjoy your Spring Break!

Tuesday, March 22 – Tradition, Spirituality, and Nature

- Reading: TBD – Sacred Space? (Eliade? Lane? Chidester/Linenthal? Nuttall?)

Thursday, March 24 – Tradition, Spirituality, and Nature

- Reading: Kanentio: V Spiritual Consciousness & Traditional Knowledge
- Reading: Kanentio: VI Nature’s Law
- **“Natives in the News”**

Tuesday, March 29 – Tradition, Spirituality, and Nature

- Reading: TBD – (Inuit reading?)

Thursday, March 31 – Native American Environmental Ethics

- Reading: Callicott 119-130 + other excerpts?

Tuesday, April 5 – Government, Autonomy, Sovereignty

- Reading: Ballantine: Part II – The English and the Atlantic Coast (180-194)
- Reading: Kanentio: VII Government and Sovereignty

Thursday, April 7 – Government, Autonomy, Sovereignty

- Reading: Ballantine: Part III – Indian Rebellion (283-300)
- **“Natives in the News”**

Tuesday, April 12 – Government, Autonomy, Sovereignty

- Reading: TBD – Something on Nunavut
- **Course Project Write-Up Due**

Thursday, April 14 – Government, Autonomy, Sovereignty

- Reading: TBD - Nunavut

Tuesday, April 19 – Student Presentations

Thursday, April 21 – Student Presentations

Tuesday, April 26 – Student Presentations

Thursday, April 28 – Conclusion & Test Review

Tuesday, May 3 – Test #3