

AIS 105R: **Intro to American Indian Studies**
Fall Trimester 2009
Augsburg College – ROCHESTER CAMPUS

INSTRUCTOR: Sophia J. Jacobson, Education Specialist
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Class Hours: Mondays: 5:45 – 9:45pm

Catalog Description: This course is an introduction to the content areas of the American Indian Studies curriculum, including an overview of American Indian history, literature, federal Indian policy, land issues, reservation and urban issues, cross-cultural influences, art, music, and language.

Required Text:

Encyclopedia of Native Tribes of North America, 2007, Michael G. Johnson and Richard Hook, Firefly Books (U.S.) Inc.
Great Speeches By Native Americans, 2000, Editor: Bob Blaisdell, Dover Publications, Inc.

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Course Goal: To gain an understanding and appreciation of the indigenous people of North America through the study of their cultural history and exposure to their stories, music, dance, and art.

Course Objectives:

1. The students will describe major historical and cultural events of the indigenous peoples of the U.S.
2. The students will synthesize information so that it shows a personal appreciation and insight into the breadth and depth of indigenous cultures and societies.
3. The students will demonstrate through song, dance, and/or art, an appreciation of indigenous cultures and their varied artistic expressions.
4. The student will compare cultural lifestyles of the ten geographical areas, noting the emergence of particular ecological adaptations and language stocks.

Attendance is required. If you are unable to attend class, please e-mail me and leave a short message concerning your absence. Make up work is required for each absence if you do not want 30 points to be deducted. Make-up work includes completing the assigned readings and the designated assignments for the class with a three (3) page report, worth 20 points. **If you miss one or more classes, I recommend you drop the course.**

Honesty Policy: The Augsburg College policy on academic honesty applies to this course. **Student Rights and Responsibilities:** Students with special learning or physical differences (formally diagnosed) have legal rights to course modifications. Please identify yourself to your professor so that she may assist you with your course progress. All students have the right to use the College Counseling and Student Development staff services, as well as to receive tutoring assistance from the Writing Lab.

COURSE SCHEDULE:

Sept. 14: Course Overview

- Complete an information sheet.
- Introductions
- Course Expectations
- A Historical Overview (Naming and Re-Labeling)
- Origins (Creation Stories vs. Bering Strait Theory)
- Diversity and History (Presentation on Historical Timeline)

Videos: Mexico, Five Hundred Nations & Sacred Ground

Assignment: Post in Moodle regarding handouts and Videos

Handouts:

Image Making in Artic Art, Bering Strait Theory Revisited, etc.

- **Select a Chapter** in the Encyclopedia Book (group project to be presented at next class meeting).
- **Select a speech** from B. Blaisdell's book to coincide with presentations.

Sept. 28: Tribal Life

- Native People of the Northeast Woodlands
- Native People of the Southeast Woodlands
- Native People of the Plains and Prairie
- Native People of the Plateau
- Native People of the Great Basin
- Native People of California
- Native People of the Southwest
- Native People of the Northwest Coast
- Native People of the Sub Artic/Arctic
- Video: To be Arranged/Post in Moodle

Life Before Contact Paper Due, 3 pages at Next Class Meeting.

Oct 12: Tribal Life Continued

- Paper Due
- Presentations Continued
- Video: Ishi: The Last of His Tribe/Post in Moodle
- Discuss Mid-Term Papers (Select Historical Topics)

Some Suggestions:

- Count Calendar: A visual montage of major historical events.
- Script out the major events for an era.
- Story-tell: Be an oral historian and document major events within that historical period.
- Research paper: Write a biography of a well-known Native person, e.g., Crazy Horse, Sitting Bull, Chief Joseph, Pontiac, etc. Illustrate how his/her life's story exemplified the collective native story.
- Research a major event or era, e.g., Removal, Dawes Act, Manifest Destiny, Wounded Knee, etc.

Oct. 26: Midterm Papers/Presentations Due

- Present Mid-Term Papers (5 min. limit = 2 hrs class time)
- Define Spirituality/Ceremonies/Storytelling
- What is Sacred/Cosmology?
- Sacred Medicines
- Video: Wacipi
- Submit a 5 page typed report, double spaced, 12 point, of your selected **historical** topic, site resources.
Assignment: Mid-term papers due (see above)
Post in Moodle: Response to Wacipi Video
Read: The Indian Today (Encyclopedia Book) – Post in Moodle
Surf the internet, what contributions have “Indians” made to today’s society?
Post in Moodle Findings

Nov. 9: Indian Education and Teaching American Indian Children

This class will vary, depending on what we previously covered.

- **The Sacredness of Dance Paper Due** (providing Wacipi is viewed)
- Self-Evaluations Due
- History of Indian Education
- Video: Boarding Schools (to be announced)
- Indian Education Today
- Methodology in Teaching Indian Students
- Challenges in Today’s Education
- Your findings regarding Indian Education
- **Sign-up for geographical location**, to present “art as symbolic form” to be discussed.

Assignment: Post a link to an Indian Education site.

Assignment: Research Aug Net Library resources for an (1) **Article on Indian Education. See Ethnic News Watch. Bring Article to class.**

Post in Moodle: A term the Glossary, reply to one other posting. P.270 (Encyclopedia)

Read “Native Populations” in Encyclopedia Book, p. 288. Post your region’s stats.

Nov. 23: Geographical Symbolism/Indian Gaming

- Present “Art as Symbolic Form”
 - American Indian Gaming
 - In class, write down your impressions of Indian Gaming.
 - Video and handouts on Gaming
 - Has your impression of gaming changed?
 - Navajo Code Talkers
 - American Indian Women’s Suffrage
 - What is Sovereignty?
 - Hunting and Fishing
 - **Sign-up for Final Presentation** Topic Submit a 5-7 page typed report, double spaced, 12 point, of your selected topic, site resources. You have the opportunity to research some aspect of Native Culture so enjoy the adventure. You may research any aspect of Indian education, government, dance, music, art, literature, cinema, current events, etc.
 - Review of course content
 - What ‘caught your attention’: Post, reply to two (2) postings.
- Handouts: Gaming and Southwest medicines.

Dec 5: SAT. 1-5 PM: Final Presentation: Indians today/Artistic Expression

- **Final Papers/Presentations Due.**
- Hollywooden Indians and other Stereotypes
- American Indian Cinema Today
- Native Songs/Healing Plants
- Art and Literature
- Video: Beyond Tradition: Contemporary Indian Art and its Evolution
- Students present findings re: Movies/Art/Music/Literature

GRADING CRITERIA FOR CLASS ASSIGNMENTS:

Life Before Contact Paper	20
Mid-term Paper/Presentation	75
Sacredness of Dance Paper	20
Final Paper/Presentations	75
Participation, Attendance, Prep: (30 points x 7 Classes)	210

Includes online assignments & presentations

Total: 400 points

Participation, Preparation & Attendance: (240 pts.) Participation will be evaluated per your timeliness on having the readings completed prior to class discussion and, of course, your wonderful presence in class. Your self-evaluations for midterm and final will ask whether you judge yourself as having been prepared for class discussions.

Point Allocations:

Points	Grade	Points	Grade
381-400	4.00	311-320	2.0
361-380	3.5	291-300	1.5
341-360	3.0	271-280	1.0
321-340	2.5	251-260	.5 (below 250
points=0)			