



AIS 197: Culture & History of Indigenous Peoples

**American Indian Studies | Spring 2017 | Tuesday & Thursday,
5:00 pm to 6:15 pm | Credits: 3 | Location: TBA**

Instructor: Naomi Tom
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Office: Main Building, Room 25
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Coaches / Tutors:

Annamarie Stevens, 520-383-0068, astevens@tocc.edu
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Coaching/Tutor sessions:
Tue./Thur., 6:15 – 7:00 pm
Friday, 9:00 – 11:00 am

Course Description:

As members of the American Indian Higher Education Consortium (AIHEC), Tohono O'odham Community College has routinely participated in their annual Student Conference. This conference consists of various student competitions, most notably, the Knowledge Bowl competition. Each year the Knowledge Bowl has a different regional focus in relation to history and culture of specific American Indian Tribes. This course will include the assigned American Indian history and culture reading materials, which will form the basis of the Knowledge Bowl competition. This year the regional focus is on American Indian tribes in South Dakota.

Course Objectives:

Upon completion of this course, students should have an understanding of:

1. The historical structure of American Indian communities of South Dakota
2. The difference between American Indian Studies and Indigenous Studies
3. Research themes in American Indian Studies
4. Organizing a research project
5. Academic writing styles

Student Learning Outcomes (SLOs):

Upon completion of this course, students should be able to:

1. Analyze and critically review assigned readings
2. Develop historical research skills with a focus on the history and culture of Indigenous communities
3. Identify and apply different types of academic writing styles
4. Ability to identify and use primary and secondary sources in historical research
5. Conduct an oral presentation



Course Structure:

This course will be a combination of lecture, class discussion, student presentations, guest speakers, and other forms of media. The syllabus and schedule are subject to change at the instructor’s discretion.

Texts and Materials:

1. *Being Dakota: Tales and Traditions of the Sisseton and Wahpenton* by Amos E. Oneroad and Alanson B. Skinner and Laura L. Anderson. (2005) Minnesota Historical Society Press
2. *Life’s Journey – Zuya: Oral Teachings from Rosebud* by Albert White Hat Sr. (2012) by the University of Utah
3. *Standing in the Light: A Lakota Way of Seeing (American Indian Lives)* by Severt Young Bear and R.D. Theisz (1994) University of Nebraska Press
4. *The Dance House* by Joseph Marshall III (1998) Red Crane Books
5. *The Wounded Knee Massacre From the Viewpoint of the Sioux* by James H. McGregor (1997) Fenske Publishing
6. *Wigwam Evenings – 27 Sioux Folk Tales* by Charles A. Eastman and Elaine Goodale Eastman (2000) Dover Publications, Inc. Mineola, New York

Evaluation and Grading & Assignments:

Assignments	Points	Total Points
Attendance & Class Participation (x30)	10	300
Reading Questions (x7)	20	140
Book Review Handouts (x6)	20	120
Midterm	100	100
Annotated Bibliography	50	50
Class Presentation	50	50
Final	100	100

TOTAL POSSIBLE POINTS = 860

Himdag Culture Component:

“The Tohono O’odham Himdag consists of the culture, way of life, and values that are uniquely held and displayed by the Tohono O’odham. Himdag incorporates everything in life that makes us unique as individuals and as a people.” (tocc.edu) This course will provide a comparative analysis between the Tohono O’odham Himdag and the Indigenous Peoples of South Dakota’s way of life. Furthermore, this course will allow students the opportunity to expand their idea of “community” in a broader context by examining topics and issues related to other Indigenous communities in North America. By expanding the idea of “community” students will be able to identify Tohono O’odham community needs and how best to address them.



Tohono O’odham traditions and cultural beliefs will be discussed as relevant course topics, and only as appropriate to the Tohono O’odham Nation’s traditional standards for sharing information as determined by the Himdag Committee.

Policies & Expectations:

Students are expected to come to class on time, ready to engage in discussion. Students must be prepared by completing all reading assignments before class. Students must have the appropriate means to take notes using a laptop or pen/pencils and paper. Students must participate in class activities. Students are expected to complete and hand in all assignments on or before the due date. Throughout the duration of this course, the students must be respectful to themselves, others and the instructor.

- **Attendance:** Class attendance is mandatory and roll will be taken. Missing class will affect your grade final grade for the class. If you are going to be absent, notify the instructor prior to class with justification.
 - “You are expected to arrive to class on time and be prepared to participate in each class period. Four unexcused absences may result in withdrawal and a ‘W’ or ‘Y’ will be recorded. You may request to be excused from class for religious observances and practices, for illness, for school or work-related travel or for personal or family emergency. If you will be absent or have been absent, please notify the instructor as soon as possible.” (approved by Faculty Senate, April 2014)
- **Tardiness:** It is important to be on time for class. Repeated tardiness will affect your final grade in the class.
- **Academic integrity:** In order to adhere to the class moral and ethical policy, student will avoid the following:
 - Cheating – Includes, but no limited to the following: Copying from another’s test paper; making a copy of a test and giving it to someone or using a test if someone gives it to you;
 - Inappropriate collaboration – Includes, but not limited to the following: Group work when work is assigned to an individual student; having another person do your work.
 - Plagiarism – Using another writer’s words or ideas without citing writer; not using quotation marks and citing the source when using other’s words and/or ideas.
- **Late Assignments:** Any assignment turned in after the due date will receive a 50% point deduction in the grade.
- **Extra Credit:** Extra credit opportunities will be provided sparingly throughout the semester. However, students are only eligible to receive extra credit if **all assignments** are turned in.



Course Outline:

- I. Review and discuss assigned AIHEC Indigenous Peoples of South Dakota reading list:
 - a. *Being Dakota: Tales and Traditions of the Sisseton and Wahpenton* by Amos E. Oneroad and Alanson B. Skinner and Laura L. Anderson. (2005) Minnesota Historical Society Press
 - b. *Life's Journey – Zuya: Oral Teachings from Rosebud* by Albert White Hat Sr. (2012) by the University of Utah
 - c. *Standing in the Light: A Lakota Way of Seeing (American Indian Lives)* by Severt Young Bear and R.D. Theisz (1994) University of Nebraska Press
 - d. *The Dance House* by Joseph Marshall III (1998) Red Crane Books
 - e. *The Wounded Knee Massacre From the Viewpoint of the Sioux* by James H. McGregor (1997) Fenske Publishing
 - f. *Wigwam Evenings – 27 Sioux Folk Tales* by Charles A. Eastman and Elaine Goodale Eastman (2000) Dover Publications, Inc. Mineola, New York
- II. Annotated Bibliography to help guide final research presentation
 - a. Include primary and secondary sources
- III. Preparing for competitive presentation and the AIHEC Knowledge Bowl
- IV. Competition of AIHEC Knowledge Bowl
- V. Final Presentation
- VI. Final Exam

<p>Tuesday, January 17, 2017</p> <p>Topic: Course and Syllabus Overview</p>	<p>Thursday, January 19, 2017</p> <p>Topic: Introduction to AIS</p> <p>Homework Due: Read - "American Indian Studies Paradigm"</p>
<p>Tuesday, January 24, 2017</p> <p>Topic: Indigenous Communities in South Dakota – Demographics</p> <p>Homework Due: Read – <i>Standing in the Light</i></p> <ul style="list-style-type: none"> • Introduction (ix – xviii) • All my relations! (xix – xxvi) • Brief History of the Sioux (xxvii – xxxi) • Lakota Humor (168 – 180) 	<p>Thursday, January 26, 2017</p> <p>Homework Due: Read – <i>Standing in the Light</i></p> <ul style="list-style-type: none"> • Names Tell Stories (2 – 13) • The Oral Tradition (16 – 35) • Lakota Singing and Dancing (38 – 103) • The Search for Modern Lakota Identity (106 – 168) <p>Turn In – 10 Questions from the book (20 pts)</p>



<p>Tuesday, January 31, 2017</p> <p>Homework Due: Read – <i>Zuya: Life’s Journey; Oral Teachings from Rosebud</i></p> <ul style="list-style-type: none"> • Editor’s Preface (ix – xiii) • Acknowledgements (xv – xvi) • Introduction (xvii – xxi) • Chapter 1 (3 – 13) • Chapter 13 (130 – 150) • Chapter 14 (151 – 155) • Chapter 15 (156 – 163) • Appendix A (165 – 167) • Appendix B (168 – 170) 	<p>Thursday, February 2, 2017</p> <p>Homework Due: Read - <i>Zuya: Life’s Journey: Oral Teachings from Rosebud</i></p> <ul style="list-style-type: none"> • Chapter 2 (14 – 28) • Chapter 3 (29 – 36) • Chapter 4 (37 – 49) • Chapter 5 (50 – 62) • Chapter 6 (63 – 73) • Chapter 7 (74 – 85) • Chapter 8 (86 – 94) • Chapter 9 (95 – 102) • Chapter 10 (103 – 110) • Chapter 11 (111 – 121) • Chapter 12 (122 – 129) <p>Turn In – 10 Questions from the book (20 pts)</p>
<p>Tuesday, February 7, 2017</p> <p>Homework Due: Read – <i>Being Dakota: Tales & Traditions of the Sisseton & Wahpeton</i></p> <ul style="list-style-type: none"> • Preface (xi – xii) • Introduction (3 – 52) 	<p>Thursday, February 9, 2017</p> <p>Homework Due: Read – <i>Being Dakota: Tales & Traditions of the Sisseton & Wahpeton</i></p> <ul style="list-style-type: none"> • Sisseton & Wahpeton Traditions & Customs (57 – 117) • Sisseton & Wahpeton Tales & Folklore (121 – 197) <p>Turn In – 10 Questions from the book (20 pts)</p>
<p>Tuesday, February 14, 2017</p> <p>Homework Due: Read – <i>The Dance House: Stories from Rosebud</i></p> <ul style="list-style-type: none"> • Foreword (ix – x) • Introduction (xiii – xix) • Oliver’s Silver Dollar (1 – 25) • Cozy by the Fire (27 – 48) • Nelson and Star (51 – 67) 	<p>Thursday, February 16, 2017</p> <p>Homework Due: Read – <i>The Dance House: Stories from Rosebud</i></p> <ul style="list-style-type: none"> • Pride (113 – 127) • The Birthday Turtle (129 – 143) • The Bloodlines of Heritage (145 – 156)



<ul style="list-style-type: none"> • 1965 Continental (69 – 83) • The Dance House (85 – 98) • When the Grasses Talk (101 – 111) 	<ul style="list-style-type: none"> • The Myth of the Hunter/Warrior (159 – 172) • Buffalo Grass (175 – 186) • White Lore (189 – 200) • Lure of the Holy Iron (203 – 214) <p>Turn In – 10 Questions from the book (20 pts)</p>
<p>Tuesday, February 21, 2017</p> <p>In Class: Watch “We Are A Horse Nation”</p>	<p>Thursday, February 23, 2017</p> <p>In Class: Continue “We Are a Horse Nation”</p> <p>In Class Discussion: “The Making of the Documentary Film ...”</p> <p>Turn In – 10 Questions from the DVD (20 pts)</p>
<p>Tuesday, February 28, 2017:</p> <p>In Class Knowledge Bowl Competition – Midterm Prep</p> <ul style="list-style-type: none"> • The five students who score the highest in the competition will be selected to attend the AIHEC Student Conference and represent TOCC in the Knowledge Bowl competition. (These students will also be exempt from the in class final.) 	<p>Thursday, March 2, 2017</p> <ul style="list-style-type: none"> • Midterm
<p>Tuesday, March 7, 2017</p> <p>Homework Due: Read – <i>The Wounded Knee Massacre: From the Viewpoint of the Sioux</i></p> <p>Turn In – 10 Questions from the book (20 pts)</p>	<p>Thursday, March 9, 2017</p> <p>Homework Due: Read – <i>Wigwam Evenings: 27 Sioux Folk Tales</i></p> <p>Turn In – 10 Questions from the book (20 pts)</p> <p>All (1-6) Book Review Handouts are Due</p>



<p>Tuesday, March 14, 2017</p> <p style="text-align: center;">Spring Break No Class</p>	<p>Thursday, March 16, 2017</p> <p style="text-align: center;">Spring Break No Class</p>
<p>Tuesday, March 21, 2017</p> <p>AIHEC Student Conference – Knowledge Bowl</p>	<p>Thursday, March 23, 2017</p> <p>AIHEC Student Conference Review</p>
<p>Tuesday, March 28, 2017</p> <p>AIS Guest speakers</p>	<p>Thursday, March 30, 2017</p> <p>AIS Guest Speakers</p>
<p>Tuesday, April 4, 2017</p> <p>Topic: Research in American Indian Studies</p> <p>Review Possible Research Topics</p>	<p>Thursday, April 6, 2017</p> <p>Topic: Annotated Bibliography – How to write one and what is the purpose?</p> <p>Due: Choose AIS Research Topic</p>
<p>Tuesday, April 11, 2017</p> <p>Topic: Proper Citations Overview</p> <ul style="list-style-type: none"> • MLA & APA 	<p>Thursday, April 13, 2017</p> <p>Topic: Proper Citation</p> <ul style="list-style-type: none"> • Chicago Style • Other styles: Bluebook
<p>Tuesday, April 18, 2017</p> <p>Topic: How to find good research sources online</p>	<p>Thursday, April 20, 2017</p> <p>Topic: Library Resources Presentation</p>
<p>Tuesday, April 25, 2017</p> <p>TBA</p>	<p>Thursday, April 27, 2017</p> <p>TBA</p>
<p>Tuesday, May 2, 2017</p> <p>TBA</p>	<p>Thursday, May 4, 2017</p> <p>TBA</p>
<p>Tuesday, May 9, 2017</p> <ul style="list-style-type: none"> • FINAL 	



DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.