

**The Ohio State University
Freshman Seminar Program
Proposal Sheet**

Course Information.

1. Attach a sample syllabus that includes the following. Sample syllabi can be found at <http://freshmanseminars.osu.edu>.
 - a) The course goals,
 - b) A brief description of the content,
 - c) The distribution of meeting times,
 - d) A weekly topical outline,
 - e) A listing of assignments,
 - f) Grade assessment information (including whether the course will be graded by letter grades or Satisfactory/Unsatisfactory),
 - g) The required textbooks and/or reading list, and
 - h) The academic misconduct and disability services statements (sample statements can be found at <http://artsandsciences.osu.edu/currofc/resources.cfm>).

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Christine Ballew-Morris
Proposer's Name(s) and Academic Unit(s)

Christine Ballew-Morris
Signature(s) of Proposer(s)

Morris@390.osu
E-mail Address(es) of Proposer(s)

614-506-2910 (cell)
Contact Phone Number

Feb 11 2009
Date of Submission

Christine Ballew-Morris
Signature(s) of Head(s) of Academic Unit(s)

Please indicate how many quarters you would like to offer the seminar and which quarters: ___ AU WI ___ SP

This request form and the attachments should be mailed to the Director, Jessica Mercerhill, 4132 Smith Lab, 174 West 18th Avenue, or e-mailed to mercerhill.1@osu.edu. For additional information, please call 292-6248.

American Indians: Who, Where, and Why
Freshman Seminar
1 credit hours /s/u

Christine Ballengee Morris, PhD Art Education
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Course Overview

This Freshman Seminar offers a brief tour through the interdisciplinary field of American Indian Studies. American Indian Studies became organized as an academic field in the late 1960s and 1970s, and its subject matter includes aspects of historical and contemporary American Indian cultures, the study of history, language and linguistics, anthropology and other social sciences, literature, music, art, other media, politics, the various sciences, and so on. In order to focus our ten weeks together, we will concentrate on a few central questions: Who is an American Indian—what factors determine identity? How are contemporary American Indian identities related to American Indian history? How has and does visual culture depict American Indians? What do we learn about each other and what should we forget?

Required Texts

Readings available on Carmen
Smoke Signals [film], written by Sherman Alexie and directed by Chris Eyre, available for rent or for purchase through Amazon.com

Attendance and Participation

You should plan to attend every meeting of this class. Regular attendance is required, and I will take attendance every class period. Students who miss more than two class meetings without providing an excuse recognized by the university as legitimate (such as documented proof of a serious illness, or participation in a university-sponsored event) will have their final course grades lowered by one third of a letter grade for each unexcused absence over two. **Five or more unexcused absences are grounds for failure of the course.**

The quality of our experience together in class will depend upon your active contributions to discussion. Our goal is to produce thoughtful and interactive conversation that exposes and explores multiple perspectives on the questions and issues raised by the course content. Therefore, we need to hear from everyone. The number of times you speak in class is less important than the quality of your engagement when you do speak.

Please turn off all cell phones and other electronic devices, or put them on vibrate during class.

Academic Integrity

The basic idea of academic integrity is that the university holds you accountable for the work you hand in for assessment. All work is expected to be your own. When quoting, paraphrasing, or summarizing the work of others, you are expected to cite your sources. The university considers plagiarism—using someone else’s words or ideas as if they were your own—a serious and punishable act of academic misconduct. It is also an act of academic misconduct to hand in recycled or revised work originally produced for another course without the permission of both instructors. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

If you have any questions, please see me immediately.

Documented Disabilities

Students with Special Needs/Disabilities: If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office of Disability Services, I encourage you to do so. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Assignments

1. Seminar Participation. 50%

Students will be rewarded for actively contributing to seminar discussions and for listening attentively, as well as for arriving at each week’s seminar on time, well prepared, and with a positive attitude.

2. Reading Journal. 50%

Since this is a one-credit seminar, rather than a five-credit class, I would like you to keep an informal “reading journal” this quarter rather than write formal essays. I would like you to write your responses to the assigned texts and to any research you conduct on your own on the computer, so that they can be printed out at the end of the quarter. You should write in this journal at least once a week. You can use the “discussion prompts” on the daily syllabus to help get you started, but you should also push beyond these prompts and develop your own responses to the assigned texts. Grading will be based primarily on the quality of your thinking in the journal, and I want to encourage you to take risks and to be creative in your responses.

Class Schedule

- Week 1** **What is American Indian Studies?**
Introduction to seminar.
Speaker: Christine Ballengee Morris
- Week 2** **Memory and Identity: Historical to Contemporary**
Read Weaver, "Indigenous Identity: What Is It, and Who Really Has It?"
Discussion prompt: What are the relationships between contemporary American Indian identities and specific aspects or events of history?
Guest Speaker: Lucy Murphy
- Week 3** **Defining the Contemporary American Indian Self: Memoir**
Read Rose, "Neon Scars," Northrup, "The Rez Road Follies," and Belin, "In the Cycle of the Whirl."
Discussion prompt: Compare the autobiographical strategies used by these three American Indian authors. Pay particular attention to how these writers structure their autobiographical texts and to the different genres (types of writing or discourse) they incorporate into their works. Do you find one strategy more compelling than the others?
Guest Speaker: Chad Allen
- Week 4** **Narratives and Journeys**
American Indian faculty, staff, and students will discuss current issues.
Lead Moderator: Shannon Gonzales-Miller
- Week 5** **Indigenous People and Visual Culture**
Read Singer, *Wiping the War Paint Off the Lens: Native American Film and Video*.
Discussion topics: We will discuss a broad range of issues, theories, and practices of visual culture within the gaze of American Indians and how reaction to or rejection shapes indigenous identities, as well as non-Native understandings of American Indians.
Speakers: Christine Ballengee Morris & Patricia Stuhr
- Week 6** **Native American Languages**
Read [assigned text].
Discussion prompt: What role does language play in defining contemporary American Indian identities?
Guest Speaker: Brian Joseph

Week 7**American Indians and Higher Education**

A presentation by a member of the Multicultural Center staff and student leaders from the American Indian Council will explore the intersections of American Indians, identity, and programs in higher education.

Guest Speakers: Candi Krisch and AIC representatives

Week 8**Identity and the Responsibilities of New Media: Film**

Read Alexie, "This Is What It Means To Say Phoenix, Arizona," and watch Alexie's film *Smoke Signals* on your own. In addition, visit Alexie's web site at www.fallsapart.com.

Discussion Prompt: Do you think that Alexie's film works to question and possibly to subvert common stereotypes about American Indians, or do you think that Alexie's film ends up re-enforcing some of those stereotypes?

Guest Speaker: Chad Allen

Week 9**Native In Ohio**

Read [assigned text] and visit the web site at octagonmoonrise.org.

Discussion topics: We will explore historical to contemporary Native people in Ohio, with an emphasis on learning about the Newark Earthworks Center.

Guest Speaker: Dick Shiels, Newark Campus

Week 10**Baggage and luggage**

We will discuss the baggage you want to leave behind and the luggage you will take with you concerning issues about indigenous people from your course and personal experiences.

Christine Ballengee Morris earned her Ph.D. in Art Education at Pennsylvania State University (1995). As the American Indian Studies Coordinator (2007- present), she collaborates with faculty from other departments/colleges in developing and maintaining interdisciplinary curriculum and yearly programming. Morris' research explores the intersections of social justice, identity development, visual culture, virtual worlds, service-learning, and integrated approaches to education. Her work with the Transforming Education through the Arts Consortium (funded by Getty and Annenberg 1997-2001) supported her research and development for her co-authored book, *Interdisciplinary approaches to teaching art in high school* (2006). She has served as president of the United States Society of Education Through the Arts (2003-2006), as well as, Executive Secretary (2006-2009) and Vice President of Membership (1997-2000). She has served on the editorial board for the *Journal of Cultural Studies* since 1999, on the editorial board of *Studies in Art Education* (2003-2006), and the commentary editor. She serves on the editorial board for National Art Education Association's journal, *Art Education* (2007-2010). She serves as co-chair of the Friends of the Mounds, which is connected to the courses she teach and her role as coordinator in American Indian Studies.