

CS 475 Introduction to Ethnography:
Oral History Methodologies

Katherine Borland
Adena 151
740-366-9268
Office Hours: MW 2:30-3:30

MWF 1-2:20

This course is a hands-on experiential education opportunity for students interested in learning the techniques of oral history interviewing. We will read and discuss the theory, methods and ethics of oral history. We will also examine existing published oral histories and ethnographies relevant to our topic. During the second half of the course, students will work in teams to record the life stories of Native Americans living in Ohio. Who are they? How did they come to Ohio? What has their experience been like here? What are their concerns? There will be one or more required fieldtrips to Cleveland and/or Seaman, Ohio to participate in community events and take oral histories. Additionally, some students may be assigned to work with Native American residents in Dayton, OH. We will also visit the Native American Indian Center of Central Ohio in Columbus to learn more about contemporary Native American issues. Finally, students will attend at least one Central Ohio Powwow to gain an understanding of local Native American Indian social and cultural life. This course constitutes part of OSU-Newark's ongoing American Indian Oral History Project. Through the course, students will not only learn how to conduct oral histories, they will also learn about contemporary Native American culture in Ohio directly from American Indian residents of the state. The oral histories that students collect will become part of the permanent archives at the Newark Earthworks Initiative.

Course Goals:

- Learn how to collect and evaluate oral sources for historical and cultural research
- Develop practical research skills
- Conduct ethical research
- Learn about local Native Americans and their culture
- Develop teamwork
- Contribute to the OSU-Newark oral history archive
- Keep a field journal documenting your experiences and thoughts
- Get out of the classroom and into the world

Required Texts:

Helen Hornbeck Tanner, ed. **Atlas of Great Lakes Indian History**. Univ. of Oklahoma Pr. ISBN 0806120568

Grele, Ronald J. 1991 **Envelopes of Sound: The Art of Oral History**. New York: Praeger ISBN 0275941841

Course Packet of Essays

One of the following texts will be required of each student depending on which oral history team he/she joins:

Thomas Constantine Maroukis. **Peyote and the Yankton Sioux : the life and times of Sam Necklace**. University of Oklahoma Press, 2004. ISBN 0806136162

Buffalo Bird Woman's Garden as told by Maxi'diwiac of the Hidatsa Indian Tribe
<http://digital.library.upenn.edu/women/buffalo/garden/garden.html>

Mary Crow Dog and Richard Erdoes. **Lakota Woman**. New York: Grove. ISBN 0802111017

Circe Sturm. 2002. **Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma**. Berkeley: University of California Press. ISBN 0520230973

Course Requirements:

Reading assignments must be completed before the class day listed in the syllabus for our first discussion. Students should take notes on readings and come to class prepared to discuss what you have read.

Class Notebook	150 points [includes in-class writings, reading notes, reading responses, and reflections on speakers and other special events.]
Mid-term Exam	200 points [on class readings, lectures and discussion]
Book Review	150 points [A review and response to student-selected text]
Powwow observation paper	200 points [required visit to at least one Powwow]
Final Project	300 points
Field notes	
Tape recorded life story of an Ohio Native American	
Transcript/Finding guide	
Permissions/release forms	

I will make every effort to accommodate special needs, as long as these needs are clearly communicated to me at the beginning of the quarter.

Plagiarism, or using the ideas or words of others without appropriate citation, is an academic crime. Cases of suspected plagiarism will be taken to the Committee on Academic Misconduct, who will decide on the penalty, which may range from failure of the course to suspension from the University.

Course Schedule
[subject to revision]

Week One: Establishing Ourselves as Oral Historians

- March 27: Introduction to the Course
Assignment: Alex Haley: "Black history, oral history and geneology" in Course Packet.
Atlas of Great Lakes Indian History pp 1-28
A sample field journal
- March 29 What is Oral History?
Kathleen Blee, "Evidence, empathy and ethics: lessons from oral histories of the Klan" in *The Oral History Reader*, ed. Robert Perks.
[Course Packet]
Atlas of Great Lakes Indian History, 29-37
- March 31 Special Problems in Oral History
Envelopes of Sound, 1-49
Atlas of Great Lakes Indian History, 38-53

Week Two: Learning to Listen

- April 3 Interview Dynamics
Assignment: *Envelopes of Sound*, 50-105
Atlas of Great Lakes Indian History, 54-67
- April 5 **Video:** Sandy Ives, *The Tape Recorded Interview*
Assignment: *Atlas of Great Lakes Indian History*, 68-73 and 79-83
Reading assignment by guest speaker
- April 7 **Special Guest: Marti Chaatsmith: Powwows**
Powwow assignment distributed
Assignment: *Atlas of Great Lakes Indian History*, 83-91
Envelopes of Sound, 106-125

Week Three: Techniques and Technologies

- April 10 Oral History as Poetry
Assignment: *Atlas of Great Lakes Indian History*, 96-104
Envelopes of Sound, 196-210
- April 12 Online Guides to Oral History
Assignment: *Atlas of Great Lakes Indian History*, 105-121
Reading assignment by guest speaker

April 14 **Special Guest: Rena Dennison**
Assignment: *Atlas of Great Lakes Indian History*, 122-125 and 133-138.
Envelopes of Sound, 212-241.

Week Four: Interpretation

April 17 Case Studies in Interpretation
Assignment: *Atlas of Great Lakes Indian History*, 151-154 and 155-161
Katherine Borland, 1990 “‘That’s Not What I Said’: Interpretive Conflict
in Oral Narrative Research” in *Women’s Words*, eds. Daphne Patai and
Sherna Gluck. NY: Routledge. [Course Packet]

April 19 Issues of Interpretation
Assignment: *Atlas of Great Lakes Indian History* , 162-178
reading assignment by guest speaker

April 21 **Special Guests Rick and Vicky Haithcock**
Atlas of Great Lakes Indian History, 175-182
Envelopes of Sound, 242-283.

Week Five: The Midwest Native American

April 24 Midterm Review

April 26 **Midterm: Turn in Class Notebook**
Assignment: Rayna Green. 1988. “A Tribe Called Wannabee,” *Folklore*
99 (1): 30-55. [Available online at JSTOR]
Begin reading selected life story.

April 28 **Practical Workshop—Equipment**
Assignment: James Clifford. 1988 “Identity in the Mashpee,” in his *The
Predicament of Culture*. Cambridge, MA: Harvard Univ. Press. [Course
Pack]

Week Six The Contemporary Scene

May 1 Contemporary Identity Issues
Assignment: Selected oral interviews from **Always a People** [Course
Packet]

May 3 Contemporary Woodlands Indians
Assignment: Continue reading selected life story

May 5 **Fieldtrip to NAICCO**

Week Seven: Living a Native American Lifestyle

- May 8 Student Reports on Independent Reading
Assignment: Excerpt from *Decolonizing Methodology*, by Linda Tuhiwai Smith. [Course Packet]
- May 10 **Book Reports Due**
How to practice decolonizing methodologies
Reading Assignment by fieldtrip host
- May 12 **Fieldtrip: Seaman Ohio, Land of the Singing Coyote Indian Center**
Assignment:
Devon A. Mihesuah, 2001 “Anna Mae Pictou-Aquash: An American Indian Activist” in *Sifters: Native American Women’s Lives*, pp. 204-222, ed., Theda Perdue. New York: Oxford. [Course Pack]
- Week Eight AIM and Contemporary Indian Politics**
- May 15 The American Indian Movement
Assignment: Selections from *Red Power: The American Indian’s Fight Freedom*. eds. Alvin M. Josephy Jr., Joane Nagel, E Troy Johnson. Lincoln: Univ. of Nebraska Press. [Course Pack]
- May 17 Film: The American Indian Movement
Assignment: Reading Assignment by Guest Speaker
- May 19 **Fieldtrip: Cleveland Ohio**
- Week Nine Avoiding Romanticization**
- May 22 Student Reports on Fieldtrips
- May 24 Working Class Session on Technology
- May 26 **Student Fieldtrips**
- Week Ten Wrapping up our Project**
- May 29 Memorial Day/No Class
- May 31 Student Reports/Working class session
- June 2 Student Field Reports/Working class session
- Week Eleven**
Final Projects, Field Journals and other work due Wednesday June 8th, 12 noon

American Indian Identity

Comparative Studies 542

Instructor: Professor Daniel Reff, 430 Hagerty Hall; 292-1485 (Reff.1@osu.edu)

Office Hours: T & TH: 2:30-4pm (or by appointment)

REQUIRED TEXTS (at SBX)

1. **Spider Woman's Granddaughters**, edited by Paula Gunn Allen
2. **A Breeze Swept Through**, by Luci Tapahonso
3. **The Business of Fancy Dancing**, by Sherman Alexie
4. **HalfBreed**, by Maria Campbell

XEROXED ARTICLES FROM FOLDER

See *items on page 2 of syllabus

COURSE DESCRIPTION:

This course is intended as an introduction to issues of American Indian identity, particularly in the United States. Roughly a third of the class will focus on popular and scholarly representations of American Indians in art, literature, film, and academic texts. The bulk of the class will be spent considering how American Indian authors, artists, and scholars have endeavored to transcend or negate non-Indian images and construct an "indigenous" self. The course is interdisciplinary in nature, drawing particularly from anthropology, history, religious studies, and literature. As noted on the syllabus, we will devote all or part of a half-dozen class periods to the representation of American Indians in film.

COURSE REQUIREMENTS:

Regular attendance and class participation; you are expected to do the assigned reading, take appropriate notes, and come prepared to class to discuss issues posed in class and raised by the readings.

Evaluation, Grading, and Miscellaneous Regulations:

Students will be evaluated on the basis of class participation (25%) and seven short essays (@3 pages), each of which will focus on an issue(s) related to the weekly reading assignment. The essays must be typed and polished (largely free of typing errors and other indicators of carelessness). Essays will be due at the beginning of class, as per page 2 of the syllabus. Late essays will not be accepted.

Note: *If you need accommodation based on the impact of a disability please contact me to discuss your needs. I rely on the Office for Disability Services (ODS) for verifying the need for accommodation and developing accommodation strategies. If you have not previously contacted the ODS I encourage you to do so.*

SCHEDULE OF TOPICS AND ASSIGNED READING

- Week 1 *Topic:* Introductions
1/3 Introductions
- Week 2 *Topic:* American Indians: More or Less than We Think!
1/8 **Handout:** "The Crucible of American Indian Identity", pp. 31-47, by Ward Churchill, from **Native American Voices** (2001), edited by S. Lobo and S. Talbot. Upper Saddle River, NJ: Prentice Hall.
1/10 **FILM** (a contemporary American Indian production)
- Week 3 *Topic:* Western Paradigms of Otherness and Indian
1/15 **NO CLASS ; MLK BIRTHDAY**
1/17 **Essay 1 Due.** *"Prologue" and "Sex, Race and Holy War" (pp. 149-93) by D. Stannard from **American Holocaust** (1992). N.Y.: Oxford University Press; *"Preface" and "Book I, Chaps. I-VI from **History of the Triumphs of Our Holy Faith Amongst the Most Barbarous and Fierce People of the New World**, by Andres Perez de Ribas [1645]. Critical English-language edition (1999) by Daniel T. Reff, Maureen Ahern, and Richard Danford. Tucson: University of Arizona Press.
- Week 4 *Topic:* Casualties and Resistance
1/22 *"Train Time", by D'arcy McNickle, from **The Singing Spirit** (1989), edited by B. Peyer, University of Arizona Press, Tucson, pp. 162-166. *"Indien Personhood" by Jay Miller, from **American Indian Culture and Research Journal** (2000) 24:121-141; **FILM** (documentary on Boarding Schools)
1/24 **Essay 2 Due.** **The Business of Fancydancing**, by Sherman Alexie
- Week 5 *Topic:* Indians, Real and Imagined
1/29 *"Introduction and Natural Indians and Identities of Modernity" from **Playing Indian** (1998) by Philip J. Deloria, Yale University Press, pp. 1-9, 95-127. **FILM CLIPS**
1/31 **Essay 3 Due.** **Halfbreed**, by Maria Campbell
- Week 6 *Topic:* Mother Earth and "The Ecological Indian"
2/5 **Essay 4 Due.** *"Chapters 1,2,7 and 8" from **Mother Earth**, by Sam Gill.
2/7 *"A Little Matter of Genocide", by W. Churchill, from **Fantasies of the Master Race**, 1992. Monroe, Maine: Common Courage Press; *"Genesis, chapters 1-11"; *"The Pueblo Indian World in the Sixteenth Century", from **When Jesus Came the Corn Mothers Went Away**, 1991, by Ramon Gutierrez. Stanford: University Press; **FILM CLIPS**
- Week 7 *Topic:* Some Traditional and Contemporary Indian Voices
2/12 **Essay 5 Due.** **Spider Woman's Granddaughters**, edited by Paula Gunn-Allen. N.Y.: Ballantine Books.
2/14 Further discussion of **Spider Woman's Granddaughters**.
- Week 8 *Topic:* Being Navajo
2/19 **Essay 6 Due.** **A Breeze Swept Through**, by Luci Tapahonso.
2/21 **FILM**
- Week 9 *Topic:* Urban Indians
2/26 **Essay 7 Due.** *Sand Creek Survivors, from **Earthdiver** (1981), by Gerald Vizenor, University of Minnesota Press, pp. 33-46. *"Is Urban a person or a place? Characteristics of Urban Indian Country" by Susan Lobo, pp. 56-66, and " from **Native American Voices** (2001), edited by S. Lobo and S. Talbot. Upper Saddle River, NJ: Prentice Hall.
2/28 **FILM**
- Week 10 *Topic:* Being Indian in 21st Century America
3/5 **Summation**

SHORT ESSAYS

Most challenging and well-paying jobs require that you read texts of one kind or another (e.g. law books, blood-chemistry data, sales reports, blueprints) and "take them apart", that is, discern underlying patterns and the logic behind the conclusions advanced by an author of a report or text. Making sense of things is half the battle. Equally important, you will have to write up a long memo in which you outline your views on a text or data-set so that they can be shared with others, and perhaps more likely, weighed against the conclusions of co-workers. Because your boss is busy, you will have to write in a direct, no BS manner, clarifying how and why you reached a particular conclusion and why that conclusion makes more sense than another.

As your "Boss" I am going to ask you to read texts, "take them apart" (discern underlying patterns or an author's logic) and then write short essays outlining and explaining your conclusions.

Each essay that you will write will be in response to a particular question or questions. To do well you must 1) understand the question or questions I'm asking you to reflect on, 2) read the text carefully, keeping in mind my question(s), and 3) write a pointed or direct essay (no BS or skirting of the issues) in response to my question or questions.

In general, your opening paragraph should provide a concise answer to the question(s) I pose. In the middle part of your essay you should elaborate on the point or points you made in your opening paragraph. Any thoughts you have that go beyond the question (instances where you see something that you think important but not implied by my question) should come toward the end of the essay, and after you are confident that you have answered my question or questions.

Remember, everybody is entitled to their opinion. That does not mean, however, that all opinions are equal. This is particularly true in a democracy; we have to determine which opinions make more sense than others. Usually opinions that are substantiated are preferable to those that are not grounded in some reality ("I think it is going to rain" is not as good an answer as "I think it is going to rain because the barometric pressure is dropping and there are clouds on the horizon").

It is imperative that you make clear in your essays how you arrived at an opinion or conclusion (indicate what "patterns" or parts of a text prompted an inference or conclusion -- don't leave me to guess how you reached a conclusion).

SHORTHAND I WILL USE WHEN GRADING YOUR PAPERS:

AWK There is something (often phrase order, a missing article, grammar) wrong with a sentence; the thought you are trying to convey is not coming across in a clear or powerful way (e.g. "*When Europeans came the Indians were hunting and gathering and not in towns*" vs "*When Europeans reached the New World many Indians were living as hunter-gatherers and did not reside in towns*").

NS Not a sentence.

WW Your using the wrong word (e.g. "*Jack opened his presence*" instead of "*Jack opened his presents*").

?? It is unclear what you are saying (e.g. "*Women on the frontier weren't that*"; you meant to say "*Women on the frontier were more than a stereotype*").

SP Your spelling is incorrect .

Logic? The statement your making is not supportable (e.g. "*Europeans have more traditions than Americans*").

MGen Meaningless generalization (e.g. "*Americans value family*" -- in what country is family not valued!)

Essay on Ribas & Stannard (@3-4 pages)

A couple of pages summarizing Stannard's argument, whether it makes sense (does it shed light on Indian and European identities and relations; does it oversimplify), and then an assessment of how Stannard's take on the encounter squares with Perez de Ribas' (1645) description of the Indians of the Greater Southwest and what is today northern Mexico.

Essay on Deloria and Playing Indian (@3-4 pages)

Is Deloria insightful in his analysis of early non-Indian playing Indian? And what about today? Where can you see people (Indians and non-Indians) playing Indian and what can this playfulness be attributed to?

Professor Mansel Blackford
173 Dulles Hall

292-6341
blackford.1@osu.edu

**HISTORY 368
INTRODUCTION TO NATIVE AMERICAN HISTORY**

SPRING, 2005

In this survey course, we shall explore American Indian history from precontact times to the present. We shall examine Native American societies and their interactions with other societies in what is now the United States. We shall look at personal relations, economic interactions, socio-cultural interactions—and their impacts on both Indians and non-Indians in North America. While most of our time will be spent on developments in the seventeenth, eighteenth, and nineteenth centuries, we shall also look at twentieth-century developments, especially federal government Indian policies and how Indians have reacted to those policies. For history majors, this course is a Group B, pre-1750 or post-1750 course.

All students must be enrolled by the end of the second week of the quarter; no students will be added after that time. Any student with a university-recognized disability must see me to make suitable arrangements. The Department of History takes the position that note-taking makes an important contribution enhancing the analytical skills necessary to perform good historical work. Therefore, I have not authorized any note-taking company to take and sell notes for this class. In addition, I do not allow tape recorders in class. Nor will I lend notes for the class. Students who miss a lecture are responsible for getting notes from other students. Lecture outlines are available on Carmen.

Grading will be based on two 6-page-long essays (each 33 1/3%) and a 6-page-long take-home final exam (also 33 1/3%).

Required Books:

R. David Edmunds, *Tecumseh and the Quest for Indian Leadership*
James Welch, *Fools Crow*
Charles Wilkinson, *Blood Struggle: The Rise of Modern Indian Nations*

Topics and Reading Assignments:

March 27: Introduction: Diversity in the Indian World
March 29: American Attitudes toward Indians

April 3: Ohio Valley and Great Lakes Indians in the Creation of a Middle Ground
April 5: A Clash of Empires: British, French, and Indians
Discuss *Tecumseh*, chs. 1-4

April 10: The Erosion of a Middle Ground and the Ohio Country Wars

April 12: Tecumseh and Confederacy

Discuss *Tecumseh*, chs. 5-9

April 17: Removal Experiences and Indian Religious Responses

April 19: Great Plains Indian Life and the Fur Trade

First Paper Due

April 24: Warfare on the Northern Plains

April 26: Warfare in the Southwest and Pacific Northwest

Discuss *Fools Crow*, parts 1 and 2

May 1: The Ghost Dance, and Wounded Knee

May 3: The Federal Government's Attack on Indian Culture

Discuss *Fools Crow*, parts 3-5

May 8: Federal Indian Policies, 1887-1945

May 10: Termination and Indian Activism

Second Paper Due

May 17: Red Power

May 15: Sovereignty Issues

Discuss: *Blood Struggle*, parts 1 and 2

May 22: Native Hawaiians and Alaskan Natives

May 24: Continuing Issues

Discuss: *Blood Struggle*, parts 3 and 4

May 29: Memorial Day, No Class

May 31: Native Americans Today

Take-Home Final Exam Due

Written Assignments:

First Paper:

Please write a 6-page-long essay (12-font, double-spaced, hard-copy) on one of the following topics:

We have seen that the French and Algonquian Indians created and sustained something of a middle ground in the Great Lakes region for about a century, 1650-1750. What were the major elements of this middle ground? Why and how did this middle ground fall apart after about 1750, as seen in *Tecumseh*?

OR

How and why were Indians defeated by Euro-Americans moving into the Eastern Woodlands? What were the major reasons for war? Be sure to use examples from your reading to support your generalizations.

Second Paper:

Please write a 6-page-long essay on one of the following topics:

There was no uniform response of Native Americans to the invasion of their country by Euro Americans. What were the responses of the Plains Indians, especially as seen in *Fools Crow*? How do you account for the variety of responses?

OR

Fools Crow depicts Native American society in a time of change. What was Native society like? In what major ways did it begin to change with the influx of Euro Americans, as seen in *Fools Crow*?

Final Exam:

Please write a 6-page-long essay on one of the following topics:

Sovereignty has taken many forms for modern-day Native Americans: political, legal, economic, and socio-cultural. Choose any two of these four forms and discuss the major ways Native Americans have sought sovereignty in recent times. How successful have they been? Why?

OR

We have read three accounts about Native American life in this class. Assess the strengths and weaknesses of each account as historical sources. What are the pros and cons of using each account as a way of understanding history? What could you learn and not learn from each account? Why?

Prof. Margaret Newell
 265 Dulles Hall
 Office Hours: W 1-3p.m. and by appointment, ph. 292-2495
 Newell 302@asu.edu

History 568.01
 ML 191
 WI 2002

Native American History from European Contact to Removal, 1560-1820

Themes: In this course, we will explore the major issues and events in Native American History from the era immediately before European invasion and colonization through the early 1820s. First, we will examine the variety of indigenous cultures in pre-contact North America. Next, we will assess the different impact of English, Spanish, and French colonization on Native Americans, and the changing nature of Indian/European relations in the seventeenth and eighteenth century. In addition, we will explore the consequences of the American Revolution for Native Americans, and the effects of U.S. Indian policy during the Early Republic era.

Objectives: In lectures, readings, and discussion, students will consider how Native Americans experienced these enormous economic, demographic, cultural and political challenges, and what kinds of strategies for survival they employed.

Aside from mastering issues of content, this course will help students develop their skills in historical writing and research through the critical consideration of primary and secondary works. Some of the questions we will consider include, how do authors reconstruct the experience of people who left little in the way of written records, except those produced by often hostile and incomprehending Euro-Americans? Is it even possible to recapture the Indians' culture at a particular moment in the past? What do scholars in other fields like anthropology, epidemiology, and environmental studies have to offer historians? Students will apply their skills and insights by completing a research paper of their own.

Required Readings: (All books are available at SBX & University Bookstores, and on closed reserve at the Main Library. I also have copies to lend out.)

Albert Hurtado, Major Problems in American Indian History

William Cronon, Changes in the Land

Ramon Gutierrez, When Jesus Came, the Corn Mothers Went Away

Theda Perdue, Cherokee Women

Anthony F.C. Wallace, The Death and Rebirth of the Seneca

Daniel Usner, Indians, Settlers, and Slaves in a Frontier Exchange Economy

Course Requirements: There will be a one-hour **in-class midterm** on Wednesday February 6 and a two-hour **comprehensive final examination** on Monday March 18. Both exams will consist of short-answer and essay questions. In addition, each student will write a **6-8pp. term paper** using primary sources. Papers must be typed, double-spaced, and written in clear, correct prose. No paper will be accepted after the stated due

date without prior permission from Professor Newell; late papers will be penalized. A separate handout will describe the paper project in greater detail.

Attendance is important, especially on designated **discussion days**. You should come to each class having read and digested the reading assignment, and you should be prepared to participate actively in discussion. You will also write several short (1-2 pp.) reaction papers on questions listed at the end of the syllabus; these papers will be included in your discussion grade. Each student will also take responsibility for leading a class discussion (with partners) once during the quarter.

Evaluation: Grades will be computed as follows: 20% for participation/reaction papers/discussion leading, 20% for the midterm, 30% for the term paper, and 30% for the final.

Schedule of Assignments:

Week 1 (Jan 7-9): Introduction: The Diversity of Native American Cultures and the "Problems" of Indian History; America before the Europeans, part I. Read Chapters 1 & 2 in Hurtado, Major Problems in American Indian History

Week 2 (Jan. 14-16): America before the Europeans, part II; Indians Discover Europeans in the Southwest Borderlands. Read the documents and the essay by Stefanie Beninato in Chapter 4 of Hurtado, Major Problems, and Chapters 1-4 of Gutierrez, When Jesus Came, the Corn Mothers Went Away.

Discussion Day Weds. January 16--reaction paper #1 due

Week 3 (Jan. 23 {no class Jan. 21--MLK Birthday}): Encounters in the Northeast; Ecological Revolutions, Invasion, Settlement. Read documents and essay by Bruce Trigger in Chapter 3 of Hurtado, Major Problems, and Cronon, Changes in the Land, pp. 1-127.

Week 4 (Jan. 28-30): Acculturation, Religion, and Empire; Read Cronon, Changes in the Land, pp. 127-151, and James Ronda, "Generations of Faith," handout.

**Discussion Day Mon. January 28--reaction paper #2 due

Week 5 (Feb. 4-6): The Iroquois Confederacy, the Fur Trade, and Gender Frontiers. Read Daniel Richter. "War and Culture: The Iroquois Experience" (handout), and Hurtado, Major Problems, Chapter 5.

***Discussion Day, Monday. Feb. 4--reaction paper #3 due

MIDTERM EXAMINATION, WEDS. FEB. 6

Week 6 (Feb. 11-13): The Middle Ground and Strategies for Survival: The Ohio Valley and Louisiana. Read Daniel Usner, Indians, Settlers, and Slaves in a Frontier Exchange Economy (read part 1 carefully, but you can skim part 2—do look at the hunting and foodways sections)

Discussion Day, Weds. Feb. 13--reaction paper #4 due

Week 7 (Feb. 18-20): The French and Indian War and the Decline of the Playoff System: The Indians' Revolution, part I. Read Chapter 6 in Hurtado, Major Problems, and pp. 1-144 in Wallace, Death and Rebirth of the Seneca.

Week 8 (Feb. 25-27): The Indians' Revolution, part II: Tecumseh and Handsome Lake: The American Revolution and its Aftermath. Read pp. 144-303 in Wallace, Death and Rebirth.

****Discussion Day, Mon Feb. 25--reaction paper #5 due****

Week 9 (March 4-6): Resistance and Persistence: Indians in the New Republic. Read James Merrell, "The Indians' New World: The Catawba Experience," in Hurtado, Major Problems, Chapter 3; finish Death and Rebirth; and read chapters 1-3 of Perdue, Cherokee Women.

Week 10 (March 11-13): Renascence and Renewal Movements: the Cherokee; The Trans-Mississippi West. Finish Perdue, Cherokee Women.

****Monday March 11--final papers due****

****Discussion Day, Weds. March 13--no reaction paper due****

FINAL EXAMINATION, MONDAY MARCH 18, 9:30-11:18 A.M.

Reaction Papers

The reaction papers should be 1-2 pp. long. They are not meant to torture you but rather to get you thinking about the reading and in-class movies. I'd prefer that they be typed (double-spaced), but handwritten is acceptable if your handwriting is clear. Correct spelling, complete sentences, and the usual conventions of good writing still apply.

Topics for Reaction Papers:

#1--pick *one* of the following questions to answer

- a. Ramon Gutierrez won a McArthur "genius grant" for writing When Jesus Came; yet, some among the Hopi, Zuni, and Pueblo dislike and disagree with his book. What do you think? What are its strengths and weaknesses, and what might the Native groups be criticizing?
- b. What caused the Pueblo Revolt?

#2 Were missionaries merely another destructive tool of European invasion and empire? Did Christianity have anything to offer Native Americans or specific groups within Native society?

#3 Write a review of the movie "Black Robe." In particular, is the movie accurate and sensitive in its depiction of Native culture? Why or why not?

#4 In what ways did Europeans assimilate to Native American culture on the Mississippi frontier?

#5 Who was more important to the Seneca's "rebirth", Tecumseh or Handsome Lake?

Ohio State University
Prof. Lucy E. Murphy
Email: murphy.500@osu.edu
Office hours: Tu 12:45 – 2:00
Spring 2006

Office: 261 Dulles
(614) 292-9331
messages: (614) 292-4094 x592
www.newark.osu.edu/lmurphy/

History 568.02: Native American History from Removal to the Present

This course will examine major issues and events in American Indian history from the 1820s to the twenty-first century. Our studies will include the forced relocation of the eastern tribes, concentration of the western people, and creation of reservations. In addition, we will examine the Indian wars, Native American cultural adaptation and persistence, and experiences with federal policies. Finally, we will look at Indian activism and contemporary issues. Activities will include lectures, discussions, films, pow wows, and guest speakers. This course is considered to be in "Group B" of History Department courses.

Course objectives:

Students will

- < gain an understanding of major issues in American Indian history during the nineteenth and twentieth centuries.
- < acquire an appreciation of the diversity of Native American cultures.
- < familiarize themselves with a variety of Native voices and viewpoints.
- < consider the challenges to cultural, social, economic, and political survival faced by Indian people during this period, and acquaint themselves with Native responses to these challenges.
- < gain an understanding of major phases of U.S. government policy affecting Indians.
- < study issues of concern to Indian people today, and the history behind those issues.
- < enhance their reading, analytical, discussion, and writing skills.

Readings:

The newspapers [Indian Country Today](#) and [News from Indian Country](#) will be put on reserve in the library, for weekly reading. Students are expected to spend at least 1/2 hour each week reading current issues.

- **Books:** (Available in the book store, and on reserve in the library:)
- Sterling Evans, ed., [American Indians in American History 1870-2001](#) (Praeger Publishers)
- Ruth M Underhill, ed., [Papago Woman](#) (Waveland Press)
- Luther Standing Bear, [My People, The Sioux](#) (University of Nebraska Press)
- Brenda J. Child, [Boarding School Seasons: American Indian Families, 1900 - 1940](#) (University of Nebraska Press)
- Orin Starn, [Ishi's Brain: In Search of America's Last "Wild" Indian](#) (Norton)
- Optional but recommended: Carl Waldman, [Atlas of the North American Indian](#) (Checkmark books)

Web sites: <http://americanindianstudies.osu.edu/ohio.cfm> OSU's American Indian Studies Program
http://www.geocities.com/aic_osu/ OSU's American Indian Council, student group
<http://multiculturalcenter.osu.edu/aiss/links.asp> OSU's American Indian Student Services office
www.indiancountry.com [Indian Country Today](#)
www.indiancountrynews.com [News from Indian Country](#)
www.nativenews.net [National Native News](#) listen at 7 pm on WCBE, 90.5 fm in Columbus, 106.7 fm in Newark

Evaluation Grades will be based on:

- Participation: 10% This includes attendance, contributions to class discussions, effort.
- 2 Quizzes: 10% each
- Midterm exam: 30%

- “Indian Country” Journal and Paper 10%
- Final exam: 5%
- Pow Wow: 5% (Attend at least one Pow Wow and write a short paper about it—information available in class) April 8-9, May 27-29
- Term project: 20%

Term Project: Students will write a term paper of 5-8 pages based upon a minimum of four sources. A detailed handout explaining the assignment will be given out in class. All term paper topics must be discussed in consultation with Dr. Murphy and approved by May 2. Some students will have the opportunity to participate in the Oral History Project: “Discovering the Stories of Native Ohio” by interviewing an American Indian with ties to Ohio, as part of a team. Information about this will be provided in class.

Indian Country Journals and Papers

- #1 Due May 2 (with the Midterm Exam) and
- #2 Due May 18

Students should spend at least 30 minutes each week in the library reading the newspapers Indian Country Today and News from Indian Country. Students are expected to read material from at least six different dates over the course of the quarter. It is recommended that you read at least 15 articles by midterm, and at least 30 articles during the quarter. (This is a bare minimum: for a good grade, read more.) You should take notes, keeping track of the following:

a) JOURNALS: TYPE UP AND HAND IN:

- 1) the name and issue date of each newspaper read; and
- 2) the names of the articles or features read;

in addition, you should

- 3) take notes for your own use on articles and features you find most interesting. These notes will not be graded nor handed in, but will help you to write short papers on your impressions of the newspapers.

AND b) WRITE 2 SHORT PAPERS You should include a 2-3 page paper, typed, summarizing what you learned from reading these newspapers, and discussing how the articles relate to what we have been covering in class.. Hand this in stapled to your "Indian Country" journal.

Tests will consist of map knowledge, identification, short answer, and/or essay questions.

Extra Credit will be available to students who attend some of the many events this quarter:

- Guest lectures by Dr. Joe Saunders, April 12; Dr. Helen Hornbeck Tanner, April 26; Dr. Jason Jackson, May 10 (all are Wednesdays from 7-9 pm in Room 210 of the Main Library. Receptions to follow)
- The Conference on Indian Removal from Ohio, May 18-20 (<http://www.defiance.edu/NAC.html>) Inspired students may incorporate these into their term projects.
- Other extra credit opportunities may be announced in class.

Tips for Success:

- Keep up with the reading. Keep a dictionary at hand to build your vocabulary.
- Take good notes. Outline readings to improve comprehension.
- Ask questions.
- Contribute to class discussions.
- Stop by Dr. Murphy's office, 261 Dulles, for extra help. Office hours are Tuesdays 12:45 – 2:00, and by appointment.

Reminders:

- All assignments must be typed, double-spaced. Keep a hard copy of everything you hand in. Proofread all assignments before you hand them in. Do not waste my time by handing in an assignment you have not checked for typing, spelling, grammar, and punctuation errors. If in doubt, have a friend proofread your final copy.
- All assignments must be your own work and must be in your own words. Use quotation marks when borrowing someone else's phrases, and cite your sources. Avoid long quotations. When in doubt, ask the professor for assistance. **Do not copy phrases, sentences, or any other text from any source, including web sites, without using quotation marks and citing the source properly. If you have any questions about this, ask Prof. Murphy.**
- You are expected to attend class regularly and to be on time. Absences will reduce your participation in class, and of course, your participation grade will reflect this.
- **Chronic tardiness is a sign of extreme disrespect. So is leaving class early.** Your participation grade will reflect this, too.
- Late assignments will receive lower grades, unless approved by the professor in advance.
- Exams may be made up only if the student's absence was caused by a documented personal emergency or illness.

The following policies are those of the History Department:

- All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.
- Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

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Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

- Disability Services

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- Grading

Since the University does not record D- grades, a student earning a course average below 62 will receive an E in this course.

Here are the grade breakdowns:

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Grading Your Exams: Most of your grade in this course will be based on how well you communicate in writing what you have learned.

"C" essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

"B" essays will include: all of the above requirements for a "C" essay plus more relevant data and analyses than are found in an average essay.

"A" essays will include: all of the above requirements for a "B" essay plus more data and some indication of independent or extended thought.

As for "D" and "E" essays: usually, these essays do not include a viable thesis and/or they do not include very much information from the course.

Make-up Exams: If you have to miss the in-class portion of an exam because of illness or a verifiable emergency, you must contact me, before the exam. To make-up any exam, you will have to take it during one of the regularly scheduled exam sessions offered by the Department of History. Only in extraordinary and verifiable cases will I give an extension on the out-of-class essay assignments.

Tips for Good Discussion

- § Be prepared for class. If you are not prepared, don't try to fake it.
- § Do participate in each class discussion with comments, questions, and/or suggestions.
- § Speak to the whole class, not just to the professor.
- § Do not run on and on. Give others a chance to participate.
- § Encourage others to participate. Ask what others think.
- § Explore alternative interpretations.
- § Be respectful of other points of view, but don't be afraid to disagree. Disagreement can be very good for the learning process.
- § Give examples and details from readings, films, etc.
- § Try to keep a sense of humor, where appropriate.
- If you miss a class, you are not participating. Each absence will reduce your participation grade.

The following schedule is likely to change. Changes will be announced in class.

Course Outline

- T. Mar. 28: Introduction to Native American History film excerpt: "Ishi, the Last Yahi"
- Th. Mar. 30: Background: Native America in the Early Nineteenth Century
Read: Evans, Ch. 1, "Being Native to this Place" (Return your 3x5 cards)
- T. Apr. 4: Northern Removal: The Midwest guest speaker: Dr. Mike Sherfy, on Black Hawk
Read: Murphy, handout
- Th. Apr. 6: Removal in the Southeast guest speaker: Sande Garner on An Introduction to Pow Wows
film excerpt: "The Trail of Tears" tentative.
OSU American Indian Council Pow Wow this weekend, April 8-9, French Field House. Please try to attend.
- T. Apr. 11: Indians and Mining Frontiers
Read: Ishi's Brain, through chapter 7
- Th. Apr. 13: Reservations
Read: My People, The Sioux through p. 122
- T. Apr. 18: The Civil War, and the Early Plains Wars QUIZ
Schedule a time to chat with Dr. Murphy about your term project
Read: Evans, Ch. 2, "Wars of the Peace Policy"
- Th. Apr. 20: Life on the Northern Plains, film excerpt: "In the White Man's Image"

Read: My People, the Sioux through p. 190 (Optional: Evans, Ch. 4, "Federal Indian Education")
- T. Apr. 25: Religions, Change, and Adaptation
Term project topics due
Read: Evans, Ch. 5, "'The Father Tells Me So!' Wovoka: The Ghost Dance Prophet"
- Th. Apr. 27: Plains Wars and Reservations: Southern Tribes film excerpt "Legacy of Generations"
Read: Papago Woman
- T. May 2: Dawes Act: Allotment MIDTERM EXAM
Term project topics must be approved by this date
Read: Evans, Ch. 3: "Becoming a Community: The Nez Perces Confront the Dawes Act"
- Th. May 4: Survival in the Early Twentieth Century;
Read: My People, the Sioux (the rest); recommended: Evans, Ch. 10: "The Labor of Extras: American Indians in Hollywood, 1941-1960"
- T. May 9: The Indian New Deal
Read: Boarding School Seasons
- Th. May 11: World War II film excerpt: "Navajo Code Talkers"

Read: Evans, Ch 7, "The Indian New Deal as a Mirror of the Future," and 8, "Fighting a White Man's War."

T. May 16: Termination and Relocation film excerpt: "In the Spirit of Crazy Horse"
Read: Evans, Ch. 9, "Building Toward Self-Determination," and 14, "Commonality of Difference: American Indian Women"

Th. May 18: Urban Life: Guest speaker, Mark Welsh, Program Director of the Native American Indian Center of Central Ohio
INDIAN COUNTRY JOURNAL AND PAPER DUE

T. May 23: Indian Activism in the 1960s and '70s
Read: Evans, Ch. 11, "Federal Indian Policy and Self-Determination during the Kennedy and Johnson Years;" Ch. 12, "A Journey to Freedom: Richard Oakes, American Indian Activism, and the Occupation of Alcatraz;" and Ch. 13, "The Peyote Religion and the Native American Church."

Th. May 25: Issues of the Late Twentieth Century film excerpt: "Bones of Contention"
Read: Ishi's Brain, the rest; optional: Evans, Ch. 15, "Repatriation, Reburial, and Religious Rights"

Over the weekend: NAICCO MEMORIAL DAY POW WOW: Please try to attend at least one day.

T. May 30: Contemporary Issues, Guest speaker: Dr. Christine Ballengee Morris
film excerpt: "In Whose Honor?"

Th. June 1: Contemporary Issues, Course Conclusion, and Review QUIZ
Read: Evans, Ch 16, "Coyote's Game: Indian Casinos and the Indian Presence in Contemporary America," and Ch. 17, "The Demand for Natural Resources on Reservations"

TERM PROJECTS DUE by Monday June 5 at 5 pm.

FINAL EXAM: Thursday June 8, 9:30 – 11:18 a.m.

The American Indian Council (AIC) at The Ohio State University

3rd Annual Powwow
PRESERVING OUR PAST,
FOUNDING OUR FUTURE

April 8-9, 2006

French Field House on the Ohio State campus,
460 Woody Hayes Dr. 43210

**No Entrance Charge or
Parking Fee!**

**Raffles for a
Variety of
Items,
including a
football signed
by
Archie Griffin!**

**Enjoy Native
American
Crafts, Food,
Dancing and
Music!**



**Drum Prize:
1st, 2nd, & 3rd
Cash award!**

Head Staff:

MC: Larry Grigsby

AD: Martin Tallhorse

Host Drum: Istayape

Invited: Fearless Hawk

Head Man: Jamie Oxendine

Head Woman: Amanda Fox

Head Vet: Richard Bringsthem

For more information:

aicosu@yahoogroups.com

Tel. 614-247-6834

Vendors: tannehill.13@osu.edu

www.geocities.com/aic_osu

Fax: 614-292-4462

**Doors open 10 am both days
Grand Entries at 1 pm**



**Doors close 8pm Saturday.
Giveaway at 5pm Sunday.**

Sponsored by The Office of Minority Affairs, The Multicultural Center / American Indian Student Services, Undergraduate Student Government, and Office of University Housing

A Course Proposal for
 Group Studies 594, "Native American History in the Midwest,"
 To be taught Spring Quarter, 2005
 By Prof. Lucy E. Murphy
 OSU Newark campus

This course is designed to give students an opportunity to examine the experiences of Native Americans in the Midwest (defined loosely as the Great Lakes and Ohio Valley regions) from ancient times to the present. The course is presented as part of the OSU Newark Oral History Project, "Discovering the Stories of Native Ohio," which has been funded by a grant from the OSU Office of Outreach and Engagement. Students who enroll in this course and/or in Comparative Studies 470 will have the opportunity to interview Ohio Native Americans about their histories.

Objectives: Students will

- acquire an appreciation of Native American histories and cultures throughout the Midwest.
- gain an understanding of major trends in American Indian history in the Midwest.
- familiarize themselves with a variety of Native voices and viewpoints by reading and discussing primary sources produced by Indian people from several eras.
- examine major influences on Native American economies, religions, and politics.
- gain an understanding of the ways U.S. government policy affected Indians in the Midwest, and vice versa.
- study issues of concern to Indian people today, and the history behind those issues.

Special activities:

- Students will be encouraged to attend the Native American Indian Center of Central Ohio's Memorial Day Pow Wow, to be held in Columbus
- Guest speakers will vary from quarter to quarter, but may include (if available):
 - Ray Gonyea, curator for Native American art and culture, Eiteljorg Museum of American Indians and Western Art, Indianapolis, to discuss the creation of an exhibit on Native Americans in Indiana
 - Darryl Baldwin, a leader from the Miami Tribe's language revitalization project
 - A representative from an Ohio Native American urban center such as the Native American Indian Center of Central Ohio
 - Prof. Patricia Stuhr of OSU, who does research on the ways that Native casinos support and display the works of Native American artists.

Books:

- Helen Hornbeck Tanner, ed., Atlas of Great Lakes Indian History (Norman: University of Oklahoma Press, 1987) ISBN: 0-8061-2056-8
- R. David Edmunds, ed., People of Persistence (Urbana: University of Illinois Press, forthcoming)
- Charles A. Eastman, Indian Boyhood (New York: Dover Publications, [1902] 1971) ISBN 0-486-22037-0

- Ignatia Broker, Night Flying Woman: An Ojibway Narrative (St. Paul: Minnesota Historical Society Press, 1983) ISBN 0-87351-167-0
- Bill Dunlop and Marcia Fountain-Blacklidge, The Indians of Hungry Hollow (Ann Arbor: The University of Michigan Press) ISBN 0-472-08653-7
- Larry Nesper, The Walleye War: The Struggle for Ojibwe Spearfishing and Treaty Rights (Lincoln: University of Nebraska Press, 2002) ISBN 0-8032-8380-6
- Students will also be expected to read News from Indian Country, a national newspaper published in Hayward, Wisconsin, on a regular basis. Copies will be available on reserve in the library.

Grades will be based on:

- participation, 10%
- a quiz, 10%
- a mid-term exam, 20%
- a paper, 20%, and
- a presentation and paper based on an interview or on a research project, 40%.

Here are the grade breakdowns from the History Department

A: 92.6 and above; A-: 89.6-92.5; B+: 87.6-89.5; B: 82.6-87.5; B-: 79.6-82.5; C+: 77.6-79.5; C: 72.6-77.5; C-: 69.6-72.5; D+: 67.6-69.5; D: 62-67.5; E: below 62

Grading Your Exams: I furnish below brief descriptions of how you will earn your essay grades:

“C” essays will include: an introductory paragraph that contains your thesis; a body of several paragraphs in which you offer evidence from the readings, lectures, and discussions to support your thesis; and a conclusion that reiterates your basic argument.

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Here is a direct link for discussion of plagiarism:
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Disability Services

Students with disabilities will be appropriately accommodated, and should inform the instructor as soon as possible of their needs

Course Outline

Week 1: Introduction; Ancient Cultures

Read: Atlas to p. 27; R. David Edmunds, "A German Chocolate Cake, with White Coconut Icing: Ohio and the Native American World," from Geoffrey Parker, Richard Sisson, and William Russell Coil, eds., Ohio and the World, 1753-2053 (2004, OSU Press)

Week 2: Native lifeways circa 1600

Early contact with Europeans; Iroquois wars; Fur trade; French-Indian relations

Read: Atlas to p. 47; Charles A. Eastman, Indian Boyhood

Week 3: Traditional religions, Christian missionaries QUIZ

Wars: Fox Wars, Pontiac's Rebellion: English-Indian relations

Indian religious movements: Tecumseh and the Shawnee Prophet; War of 1812

Read: Atlas to p. 121; Helen Hornbeck Tanner, "The Glaze in 1792: A Composite Indian Community," Ethnohistory 25/1 (Winter 1978) pp. 15-39

Week 4: Mining; The Winnebago Revolt and the Black Hawk War

The Indian Removal Act; Treaties

Read: Atlas to p. 161; Steve Warren, "The Ohio Shawnees Struggle Against Removal: 1814-1830;" Lucy Murphy, "'Their Women Quite Industrious Miners: ' Native American Lead Mining in the Upper Mississippi Valley, 1788-1832," from People of Persistence; excerpt from Donald Jackson, ed., Black Hawk, An Autobiography [1833] (Urbana and Chiciago: University of Illinois Press, 1990) ISBN 0-252-72325-2

Week 5: Reservations and Refugees; Identity MIDTERM EXAM

Dakota Revolt, Civil War Film: "The Dakota Revolt"

Read: Atlas to p. 182; Rebecca Kugel, "Re-Working Ethnicity: Gender, Work Roles, and Contending Re-Definitions of the Great Lakes Métis, 1820-1842," and Susan Sleeper-Smith, "Resistance to Removal: The 'White Indian,' Frances Slocum," in People of Persistence

Week 6: The Dawes Severalty Act; Boarding Schools; Sports

Film: "Medicine Fiddle"

Read: Ignatia Broker, Night Flying Woman; Brenda Child, "A New Seasonal Round: Government Boarding Schools, Wild Rice Production, and Ojibwe Family Life During the Great Depression" in People of Persistence

**Week 7: Society of American Indians, National Congress of American Indians
The Depression Era PAPER DUE**

Read: Bill Dunlop and Marcia Fountain-Blackledge, The Indians of Hungry Hollow

Week 8: Economic Development; Activism, Fishing Rights

Termination, Relocation: Urban Indian Centers

Read: Brian Hosmer, "Blackjack and Lumberjack: Economic Development and Cultural Identity in Menominee Culture," and James Lagrand, "Indian Work and Indian Neighborhoods: Adjusting to Life in a Midwestern Metropolis during the 1950s," in People of Persistence

Week 9: Cultural Resurgence; Pow wows

Casinos; Religious Freedom

Read: Larry Nesper, The Walleye War

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Repatriation Act; Stereotypes and Mascots; Preservation;**

Film: "In Whose Honor?"

Read: selected chapters from Rita Kohn and W. Lynwood Montell, Always a People: Oral Histories of Contemporary Woodland Indians (Bloomington: Indiana University Press, 1997) ISBN 0-253-33298-2

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- study issues of concern to Indian people today, and the history behind those issues.

Special activities:

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Final exam date: Student presentations and papers due

Introduction to American Indigenous Languages

Draft for Spring quarter 2008/09

Instructor:

Judith Tonhauser
Oxley Hall, Room 209A

Office phone: (614) 292-7849
Email: judith@ling.osu.edu

Description:

This course introduces students to the study of American indigenous languages. The course is organized around a detailed exploration of four language families and the people who speak the languages: the Mayan language family (Mexico, Guatemala, Belize), the Tupí-Guaraní language family (Paraguay, Bolivia, Brazil, Peru, French Guiana), the Quechua language family (Peru, Colombia, Ecuador, Bolivia, Chile, Argentina) and the Uto-Aztecan language family (Mexico, USA). For each of these language families, we study their history and the history of the people who speak the languages. We explore the socio-political status of the currently spoken languages, linguistic properties of these languages that are markedly different from linguistic properties of European languages like English, and the written and oral traditions of the speakers of the languages. At the end of the course we address the relation between language and culture, in particular, the question of whether the language we speak affects the way we think.

Prerequisites: None.

Readings selected from the following books (and others):

- Campbell, Lyle (1997): *American Indian Languages: The Historical Linguistics of Native America*, Oxford: Oxford University Press.
- Grenoble, Lenore A. and Lindsay J. Whaley (2006): *Saving Languages. An introduction to language revitalization*, Cambridge: Cambridge University Press.
- Hinton, Leanne and Ken Hale (eds) (2001): *The Green Book of Language Revitalization in Practice*, New York: Academic Press.
- Silver, Shirley and Wick R. Miller (1997): *American Indian Languages*, Tuscon: The University of Arizona Press.
- Suárez, Jorge A (1983): *The Mesoamerican Indian Languages*, Cambridge: Cambridge University Press.

Overview of Weekly Topics and Readings:

INTRODUCTION

- **Week 1:** Language families in the Americas; history of indigenous settlement in the Americas; language versus dialect; evidence for a 'language family'.
- **Week 2:** Socio-political status of languages; language and identity; bi- and multi-lingualism; language endangerment, maintenance and revitalization.

THE MAYAN LANGUAGE FAMILY: Mexico, Guatemala, Belize

- **Week 3:** History of Mayan language family and culture; Mayan (cardinal) spatial orientation system; Mayan counting system.
- **Week 4:** Mayan hieroglyphic writing system; linguistic properties of Mayan languages (phonetic inventory, classifiers, free word order).

THE TUPÍ-GUARANÍ LANGUAGE FAMILY: Paraguay, Bolivia, Brazil, Peru, French Guiana

- **Week 5:** History of Tupí-Guaraní language family and culture; socio-political status of Paraguayan Guaraní; language attitudes in Paraguay.
- **Week 6:** Linguistic properties of Tupí-Guaraní languages (inclusive/exclusive number marking, postpositions, question markers); Tupí-Guaraní plant and animal names.

THE QUECHUAN LANGUAGE FAMILY: Peru, Colombia, Ecuador, Bolivia, Chile, Argentina

- **Week 7:** History of the Quechua language family and Inca culture; spoken languages; numerical accounting (quipu strings).
- **Week 8:** Linguistic properties of Quechua languages (bipersonal conjugation, agglutinative language, polysynthesis, evidentials).

THE UTO-AZTECAN LANGUAGE FAMILY: Mexico, USA

- **Week 9:** History of Uto-Aztec language family and (especially Aztec) culture; Aztec counting system; Aztec writing system (pictographs); linguistic properties of Aztec languages (honorification, verbal classification).

LANGUAGE AND CULTURE

- **Week 10:** Linguistic relativity and linguistic determinism (Sapir-Whorf hypothesis).

Assessment:

weekly assignments (8 × 6%)	48%
midterm	20%
final	20%
participation	12%

Special needs:

Student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs and to discuss potential accommodations. I rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. I encourage you to contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations.

Academic misconduct:

I expect all the work you do in this course to be your own, unless collaboration is explicitly requested for a particular task. While you are encouraged to discuss assignments with each other, the final write-up has to be done individually. Academic dishonesty will not be allowed under any circumstances. Any case of cheating or plagiarism will be reported to the university committee on academic misconduct, and will be handled according to academic policy.

LINGUISTICS 597.01:

Language Endangerment & Language Death

Instructor: Brian D. Joseph
206 Oxley Hall // 395 Cunz Hall
292-4981
joseph.l@osu.edu

Class Meetings: Monday & Wednesday 11.30 – 1.18, in 201 Enarson Hall.

Office Hours: Monday (206 Oxley) 9.00 - 10.00 (AM)
Wednesday (395 Cunz) 10.00 – 11.00 (AM)
or by appointment

Course Description and Goals: Of the 6,000 or so languages in the world today, more than half are seriously in danger of losing all their speakers and dying out altogether. The chief goal of this course is to study the phenomenon of *language endangerment* — and by the same token, *dialect endangerment* — from a number of perspectives, considering such questions as:

- what are the social, economic, and political factors causing language/dialect endangerment?
- how does minority status for a language/dialect affect its speakers?
- what effects can endangerment have on the structure of a language/dialect?
- are there meaningful parallels to be drawn between language/dialect endangerment and the endangerment of biological species? Between linguistic diversity and bio-diversity?
- is language/dialect endangerment a new phenomenon or has it been going on for millennia?
- can language/dialect endangerment and death be reversed? Are revitalization efforts possible? Are they successful?
- what can be done to document languages/dialects that are threatened with extinction?

A secondary course goal is to expose students to the principles and methods of linguistics relevant to the study of language endangerment (e.g., the embedding of language in society, the interaction between language and culture, the relation of speakers to their language, how languages are structured, how languages change, etc.)

A tertiary course goal is to develop students' critical thinking and argumentation skills.

A Few Words on Expectations: Here is what I expect out of you, as members of this class — I expect that you will attend class regularly, stay for the whole class each time, listen attentively while you are here, show through your behavior that you respect the fact that others in the class are here to learn, put effort into your work for the class, and be honorable and truthful in your presentation of your work; please see the statement in the next section of the syllabus for more on this matter and see me if you have any questions. For my part, as instructor (and so also for the GTA), I promise to listen to and respond to your questions and comments, address issues that come up with regard to class assignments, provide you with interesting material to work on, return papers promptly to you, and generally do what is necessary so that you can achieve the objectives set out above for the class.

Academic Misconduct: To state the obvious, academic dishonesty is not allowed. Cheating on tests or on other assignments will be reported to the University Committee on Academic Misconduct. The most common form of misconduct is plagiarism (the representation of someone else's ideas or words as your own, without attribution). It is critical to recognize that any time you use the ideas or the materials

of another person or persons, you must acknowledge that you have done so in a citation. This includes material that you have found on the Web. The University provides guidelines for research on the Web at <http://gateway.lib.ohio-state.edu/tutor/>.

Readings: *Language Death*, by David Crystal (Cambridge University Press, 2002) [required]
 Flutes of Fire, by Leanne Hinton (Heyday Books, 1994) [required]

Plus: various articles, mostly from the journal *Language*, available in downloadable form via journals on-line through Main Library (for volumes 77-80) and via JSTOR (www.jstor.com) or to be provided by instructor (in electronic form if possible on class web-folder)

Website for Class Materials: Syllabus, written assignments, and some readings are posted and available electronically at www.ling.ohio-state.edu/~bjoseph/Ling311 (dates of availability to be announced)

Course Requirements (and percentage towards final grade):

1. Keeping up with assigned readings..... 0% (but crucial to the successful completion of other requirements)
2. Regular class attendance..... 0% (but crucial to the successful completion of other requirements, as material covered in class is not necessarily covered in the readings yet is critical to understanding concepts)
3. Adopt-a-language project (in-class presentation and write-up; details forthcoming; work in small groups (up to three students) will be permitted with approval) ... 30% (see below re homework policy)
4. Mini Written Assignments (details forthcoming):
 - a. Questions re 1st Movie..... 5%
 - b. Questions re 2nd Movie..... 5%
 - c. Field Experience Simulation report 10%
 - d. Report on attendance at relevant outside events (approved list to be made available, covering lectures, panels, etc. on campus this quarter)..... 10%
5. Preparation for and Participation in Class Debate (details to be given later)..... 30%
6. Final exam (take-home essay) 10%

I reserve the right to alter the number of assignments – and thus the value of particular assignments – as the course progresses; however, I will **not** add assignments, but will only delete some (if at all).

Grading Policies

1. WRITTEN ASSIGNMENTS: these must all be written in English that is *clear enough to allow me to be sure you know what you are talking about*. Thus, you should write in *complete sentences* and *coherent paragraphs* and make sure your writing is free from mechanical errors. Papers are graded primarily on content, but matters of style, diction, organization, and grammar count towards the grade, especially where errors and/or lapses interfere with the clear presentation of your ideas. Papers unacceptable due solely to poor writing *may be rewritten* (the two versions being averaged to yield the ultimate grade). Where possible, you should feel free to turn in preliminary drafts (well before the due date) so that I

can make suggestions on your writing.

2. POINTS ASSIGNED: All assignments are given a number of points out of a total of 1000 that they are worth, commensurate with their percentage towards the final grade (thus a 5% assignment is worth 50 points, a 30% assignment is worth 300, and so on). The larger assignments have points assigned to subparts (e.g. the class presentation for the adopt-a-language assignment is worth 150 points and the written report on the assignment is worth 150). Each assignment is given with very specific guidelines spelled out regarding what needs to be done and how the accomplishment and execution of the requirements contributes to the grade for the assignment; points are assigned in each category of requirement and added up to give the total grade. The final grade is based on the total points earned, with point totals corresponding to letter grades as follows:

940 - 1000 = A	740 - 769 = C
900 - 939 = A-	700 - 739 = C-
870 - 899 = B+	670 - 699 = D+
840 - 869 = B	640 - 669 = D
800 - 839 = B-	600 - 639 = D-
770 - 799 = C+	0 - 599 = E.

3. LATE ASSIGNMENTS: Late assignments automatically lose credit, though turning in a paper late is preferable to not turning it in at all, as a missing paper receives a zero. Papers more than two weeks late will **not** be accepted, however. Collaboration with classmates on individual assignments is perfectly acceptable, as far as discussing strategies and concepts is concerned -- often two can learn more about an assignment by discussing it together. However, any work you turn in must ultimately be defensible as your own effort and yours alone. Any work suspected of not adhering to this ethical standard will be referred to appropriate University disciplinary committees. Those assignments that are designed for small groups (the debate especially but some groups are permissible for the adopt-a-language assignment) of course permit sharing of ideas and to the extent that the final product is a group effort, the grade will reflect the overall group success but also individual contributions to the product (e.g. the individual presentations during the debate).

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The Office of Disability Services will be called in for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services are encouraged to do so (614-292-3307; www.ods.ohio-state.edu).

Topic Outline, Readings, and Assignments (see attached list of articles, referred to here by author)

WK 1: Class 1a: Introduction and organization; Discussion of course goals, expectations, assignments, etc.; Some basic concepts on language endangerment; Introduction of basic linguistic concepts, starting with language and social identity via in-class showing of "Tarheel Talk" video

Class 1b: More on basic concepts; counting languages; language vs. dialect; the geography and demographics of language endangerment and language minorities

- Reading: Crystal, Preface; Ch. 1; Hale et al. article (Krauss)
- Project assignments (debate, adopt-a-language, outside event reporting) to be handed out and discussed ••

WK 2: Class 2a: Linguistic minority status – by what criteria?

- Reading: Hinton, Introduction, Ch. 1 (optional: 6)

Class 2b: Minorities in our midst – in-class showing of video "Sound and Fury: The Communication Wars of the Deaf"

- Reading: Gramley & Wilson article; Keiser article
- Questions for Mini Written Assignment #4a to be handed out prior to movie ••

WK 3: Class 3a: Perspectives on Linguistic diversity (what different languages can tell us)

- Reading: Crystal, Ch. 2; Hinton, Ch. 4, 5, 7, 9, 10, 12, 13; Hale et al. article (Hale)
- Mini Written Assignment #4a DUE ••

Class 3b: Causes of language endangerment; bilingualism, language contact, language collision, language coexistence

- Reading: Crystal, Ch. 3; Hinton, Ch. 15, 16, 17

WK 4: Class 4a: More on causation – in-class showing of "Between two worlds" video

- Questions for Mini Written Assignment #4b above to be handed out prior to movie ••

Class 4b: Some case studies of language endangerment and revitalization: Mam

WK 5: Class 5a: More case studies of language endangerment: Arvanitika; Ocracoke

- Reading: Wolfram & Schilling-Estes article
- Mini Written Assignment #4b DUE ••

Class 5b: Language endangerment and language death through the ages

- Reading: Kahane & Kahane article

WK 6: Class 6a: "Adopt-a-Language" presentations to begin

Class 6b: More "Adopt-a-Language" presentations

WK 7: Class 7a: What is to be done – language revitalization efforts revisited

- Reading: Crystal, Ch. 5; Hinton Ch. 18, 19, 20, 21, 22; Hale et al. article (Watahomigie & Yamamoto; Jeanne); Ladefoged article; Dorian article

Class 7b: More on revitalization efforts: A Navajo case-study

WK 8: Class 8a: What is to be done – documentation and field work

- Reading: Bird & Simons article; Crystal, Ch. 4, Ch. 5

- Adopt-a-Language assignment write-up DUE ••
- Field work simulation experience mini-assignment #4c to be given out ••

Class 8b: Politics of language endangerment and linguistic minorities

- Reading: Crystal, Ch. 2 (again); Hinton, Ch. 18 (again); Kramer article; Hale et al. article (Craig; England)

WK 9: **Class 9a:** Birth of new languages: dialects and dialect split; pidgins and creoles; in-class preparation for debates

Class 9b: More In-class preparation for debates

- Mini Written Assignment #4c DUE ••
- Final Essay assignment to be given out ••

WK 10: **Class 10a:** Summation – what have we learned?

Class 10b: In-class debates

EXAM WEEK: Scheduled time for Final Exam:

- Outside event report (mini-written assignment #4d) due; Final Exam essay due ••

DETAILS ON READING SELECTIONS:

Required Books (chapters and length):

Language Death, by David Crystal (Cambridge University Press, 2002)

Preface	pp. vii - x	[4 pages]
Chapter 1	pp. 1 - 26	[26 pages]
Chapter 2	pp. 27 - 67	[41 pages]
Chapter 3	pp. 68 - 90	[23 pages]
Chapter 4	pp. 91 - 126	[36 pages]
Chapter 5	pp. 127 - 166	[40 pages]

Flutes of Fire, by Leanne Hinton (Heyday Books, 1994)

Introduction	pp. 13 - 19	[7 pages]
Chapter 1	pp. 20 - 33	[14 pages]
Chapter 4	pp. 48 - 59	[12 pages]
Chapter 5	pp. 60 - 69	[10 pages]
Chapter 7	pp. 86 - 93	[7 pages]
Chapter 9	pp. 100 - 105	[6 pages]
Chapter 10	pp. 112 - 121	[10 pages]
Chapter 12	pp. 133 - 137	[5 pages]
Chapter 13	pp. 138 - 143	[6 pages]
Chapter 15	pp. 156 - 163	[8 pages]
Chapter 16	pp. 164 - 171	[8 pages]
Chapter 17	pp. 172 - 179	[8 pages]
Chapter 18	pp. 181 - 187	[7 pages]
Chapter 19	pp. 190 - 209	[20 pages]
Chapter 20	pp. 210 - 219	[10 pages]
Chapter 21	pp. 220 - 233	[14 pages]
Chapter 22	pp. 234 - 247	[14 pages]

Required Articles (author, title, length):

- Bird, Steven & Gary Simons. 2003. "Seven dimensions of portability for language documentation and description". *Language* 79.3.557-582. [26 pages]
- Dorian, Nancy. 1993. "A response to Ladefoged's other view of endangered languages". *Language* 69.575-579. [5 pages]
- Gramley, Chuck & Christine Wilson. 2003. "ASL in Central Ohio". To appear in *State Linguistic Profiles* (Ed. by B. Joseph, C. Preston, & D. Preston). Michigan State University Press (2005) [10 pages]
- Hale, Kenneth; Michael Krauss; Lucille Watahomigie & Akira Yamamoto; Colette Craig; La Verne Jeanne; Nora England. 1992. "Endangered languages". *Language* 68.1.1-42. [42 pages]
- Kahane, Henry & Renee Kahane. 1979. "Decline and survival of Western prestige languages". *Language* 55.1.183-198. [16 pages]
- Keiser, Steven H. 2003. "Pennsylvania German in Ohio". To appear in *State Linguistic Profiles* (Ed. by B. Joseph, C. Preston, & D. Preston). Michigan State University Press (2005). [30 pages]
- Kramer, Christine. 2004. "Minority Language Rights in Primary Education: A Century of Change in the Balkans". Manuscript of Fifth Annual Kenneth E. Naylor Memorial Lecture (May 2002); to appear in Naylor Memorial Lecture Series, #5 (2004). [35 pages]

Ladefoged, Peter. 1992. Another view of endangered languages". *Language* 68.809-811. [3 pages]

Wolfram, Walt & Natalie Schilling-Estes. 1995. "Moribund dialects and the language endangerment canon: The case of the Ocracoke Brogue". *Language* 71.4.696-721. [26 pages]

SYLLABUS

Native American Flute—MUS 694 Being proposed as Music 749

Instructor: Professor James Akins
School of Music, 217, Hughes Hall, 1899 College Road
akins.8@osu.edu

Class information: Class meets three times per week for 48 minutes each session. Time TBA. Class is open to undergraduate and graduate level. Credit is variable from 3 to 5 hours. Student must purchase a Native Flute kit, available through the instructor. This may be accomplished at the 1st class meeting. Approximate kit price is \$45 depending on materials chosen. Printed materials will be mostly in the form of handouts, but there will be a recommended reading list. Books on reserve in the Music/Dance Library

This course will involve three main components. The first will be making a native flute from two levels of basic kits. The first kit is targeted toward one with no woodworking experience. The second kit will allow one with woodworking skills more freedom in the creation of an instrument. A general understanding of woodworking is a plus, but not necessary. Kits will be available through the instructor and are required to complete this course. Note that the instructor does not make the kits, nor is there any financial gain for the instructor in the sales of the kits. The second component will be a historical study of the Native American Flute. Tribal variances and styles, history of the instrument, as well as playing characteristics of various current and past performers will be explored. Many listening examples will be employed to gain understanding for the third component, which will be learning to play the Native American Flute. Musical background is NOT a necessity. Music will be available in standard notation and fingering tablature for those unable to read music. This instrument is traditionally taught without the use of printed music.

Recommended Reading: “Flute Magic: An Introduction to the Native American Flute”, by Tim Crawford with Kathleen Joyce-Grendahl (\$24.95), “The Art of the Native American Flute”, by R. Carlos Nakai and James DeMars (\$19.95)

Grading Policies: Attendance is required. Un-excused absences will result in a drop in grade. Completion of all assignments on time are expected, with the exception of the woodworking portion of the class. This could be due to long wait times for some tools or specific unforeseen problems with wood related troubles, such as wood splits, knots, etc. In this case, extra time will be allowed. No one will be required to use any tool they are not comfortable with. Use of certain power tools and burning equipment will be optional in this case. A first aid kit will be available in the class. Safety goggles, when appropriate, and exhaust fans will be used.

There will be a final exam for this class, based on construction skills, history and a ‘mild’ playing exam to test understanding of basic playing concepts and styles, not ‘artistic’ value of

performance. Graduate level will include an extra paper, assigned at the beginning of the historical section.

These basic grading criteria supplement mid-term and finals.

A= Attendance, successful completion of a playable, well tuned Native American Flute. A well written paper relevant to the design and markings chosen by the student. Improvement and understanding woodworking skills.

B= Up to 2 missed classes, missing deadlines for papers and flute completion, but completed successfully.

C= Up to 3 missed classes, incomplete flute, due to extenuating circumstances, average papers.

D= Up to 4 missed classes, poor attempts to complete work.

E= 4 or more missed classes. no attempt to complete work, poorly written, or missed assignments.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to Investigate or establish procedures for the Investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; Illustrated by, but not limited to, cases of plagiarism and dishonest practices In connection with examinations. Instructors shall report all Instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional Information, see the Code of Student Conduct (http://studentaffairs.osu.edu/Info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should Inform the Instructor as soon as possible of their needs. The Office for Disability Services Is located In 150 Pomerene Hall, 1760 Neil Avenue; telephone 292.3307, TDD 292.0901; <http://www.ods.ohio-state.edu>

WEEKLY OUTLINE

Week 1

Introduce the Native American flute. Describe its' various parts, and their function. Take orders for flute kits, depending on woodworking skills shown on scrap materials.

Week 2

Begin roughing-in flute kits. Show by example details of tuning the flute by hole placement and size. Approach finishing kits. Begin final completion of finishing kits.

Week 3

Finish kits. Short test on flute parts and function. Begin history of the flute, and related Native American historical information. Begin basic playing information. Discuss and assign topics for graduate level papers. Relay due dates for papers, which will be last class of week 8.

Week 4

Continue historical section, and introduce recorded playing examples.

Week 5

Continue and complete historical section. Review test information. Continue use of CD's.

Week 6

Begin week with test covering NAF history. Shift class focus to playing techniques. Begin 'play along' sessions with students.

Week 7

Continue playing techniques, and begin class 'performances'. These performances will count as the test for the playing and performance section of this course.

Week 8

Continue class participation; collect graduate papers assigned in week 3. Discuss web-related information, including INAFA site. (International Native American Flute Association.)

Week 9

Hold an informal performance featuring enrolled students. Location is TBA, but Unions, Wexner center lobby, etc.. Will be explored. Begin Final exam review.

Week 10

Wrap up class with review for final, and finish listening examples. Discuss graduate papers and relay grades. Discuss in class paper topics and information.

Week 11

Final exam

The Ohio State University
PS 504: Black Politics
Summer 2001
Cockins Hall, Rm 218
Mon., Wed. 8:30 AM-10:18 AM
Office Hours: Mon. and Wed. 1-2:00PM,
And by appointment

Khalilah L. Brown
2120 Derby Hall
Dept. of Political Science

292-2881(0)1262-9185 (H)
brown.1712@osu.edu

**PS 504
Black Politics
Summer 2001**

Course Description:

This course explores the unique political experiences of African Americans with a particular emphasis on both traditional (e.g. voting, office holding, and lobbying) and non-traditional (e.g. riots/protests, music, mass movements) efforts to gain political stamina. By focusing on the quality of Black political leadership, ideology, participation, representation, and strategies for empowerment, we will analyze the following questions: How has the nature of Black politics evolved over time, and what factors have shaped that evolution? What are the institutional conditions that have influenced the relationship between African Americans and the political system? What gains have been made by the increased presence of African Americans in the institutions of government? How have the internal dynamics of African American communities shaped collective efforts to gain empowerment? And finally, what are the contemporary challenges to the endurance of Black Politics? To address these questions, we will rely on a combination of lectures, readings, discussions, videos, and in-class presentations.

This course is a challenging one that will require students to think and write critically and thoughtfully about the topics discussed. Students who want to do well in this course should follow a simple but proven formula for success: come to class regularly and on time; read thoroughly and prior to the class period in which the readings will be discussed; contribute regularly to class discussion; pay attention and ask questions when you don't understand; complete assignments in a timely manner; and finally, contact me if you find that you are having difficulties. The syllabus clearly illustrates what I expect from you, but you can also expect me to be dedicated to helping provide you with the tools necessary to do well in this course. Further, I am committed to making this course a worthwhile experience for each of you.

REQUIRED TEXTS:

- ~ Bell, Derrick. 1992. *Faces at the Bottom of the Well: The Permanence of Race in America*. Basic Books.
- ~ Cohen, Cathy. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press.
- ~ Walton, Hans and Robert C. Smith. 2000. *American Politics and the African American Quest for Freedom*. Allyn and Bacon/Longman.

These books are available at Long's, SBX, and the OSU Bookstore. A course **packet** with the remaining readings is on sale and available at the **University Bookstore**. **All readings on the syllabus are required and expected to be completed before each class. In addition, all of the required books and a copy of the course packet have been placed on closed reserve at the Main Library.**

COURSE REQUIREMENTS AND GRADING:

Student evaluation will be based on the following criteria:

- **Active attendance and participation** 15%
- Attendance will be taken each class period and students are permitted two excused absences during the quarter. Although excused absences do include illness (must be accompanied by a doctor's note), routine appointments will not be excused because such appointments should be scheduled outside of class time. Active participation includes completing the assigned reading before each lecture and thoughtfully and respectfully participating in class discussions. Occasionally, unannounced reading quizzes will be given to make sure that students are completing the readings. These quizzes are designed to benefit your understanding of the class themes in general, and the reading themes in particular. Scores on these quizzes will be factored into the student's overall attendance and participation grade.
- **Midterm examination (Wednesday, July 18)** 20%
- Students will be expected to complete an in-class examination on material covered in lecture and in the readings. For information about make-up exams please read the exam policy below.
- **Final Examination (TBA)** 30%
- Students will be expected to complete a comprehensive, take-home, essay-based examination on material covered throughout the course in lecture and in the readings.
- **Short Essays** 15%
- Students will be required to submit three short writing assignments that represent a reaction to the readings. The essay should reflect a critical analysis of the day's topic rather than a summary of the readings. These reaction papers should be no more than 1-2 pages (typed, single-spaced, 10/12 font) and should address points that you find interesting or that you perhaps do not agree with. The papers should be based on the readings, but you are encouraged to move us beyond the readings by raising questions/issues that you find relevant to the topic at hand. All papers are **due at the start of class** and late papers will be dropped 1/3 of a letter grade per day. The first paper is worth a total of 33 points, the second paper a total of 33 points, and the third paper is worth a total of 34 points. Lastly, the papers must draw on readings from at least three sections in the course. For example, a student may write her/his first paper on a topic from Part I of the course, a second paper on a topic from Part III of the course, and the third paper on a topic from Part V of the course.
- **Term Paper (Due Friday, August 10 by 5PM)** 20%
- Students will be expected to write a well-organized, thoughtful research paper on a topic relating to African-American politics and/or participation. In addition, students will be required to collect original data (i.e. surveys, interviews, etc.) for the research component of the project. Each essay should be typed, double-spaced, using no larger than a 12 point font and no smaller than a 10-point font, and should be at least 10 pages in length (exclusive of the title page and bibliography). Students are expected to follow an accepted social science footnote and bibliographic style (please do not use MLA style). A one to two page statement of the proposed paper topic and a preliminary list of sources is due at the start of class on July 9. In addition, students are required to schedule an appointment to discuss the topic with me. This appointment should occur by July 16. The paper will be graded based on organization and format, consistency and use of logic, use of literature, conceptual formation, substantive value, originality of research, depth of scholarship, and use of language and writing. Students are *strongly* encouraged to take advantage of the services offered by the OSU Writing Center (located in the Younkin Success Center on Neil Avenue) A more detailed handout of paper expectations will be distributed later.

COURSE POLICIES

Late assignments will be penalized 10 points for each day that they are late. Assignments that are more than one week late will not be accepted. Failure to take exams at the scheduled time will result in a grade of zero with no exceptions. Students with legitimate reasons ("I overslept" is **NOT** an appropriate reason) for missing an exam must notify me **in advance** so that arrangements can be made for a make-up exam. Please note that students must provide me with appropriate documentation before a make-up exam will be administered. Students who notify me after the exam will be allowed to take a make-up, but will be penalized 15 points unless they can demonstrate to my satisfaction that it was impossible to notify me sooner. Since make-up exams are always harder than the original exam, students are strongly encouraged to take exams at the scheduled time.

ACADEMIC HONESTY:

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy, and, when appropriate, reported to the university committee on Academic Misconduct.

DISABILITY:

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor of their needs during the first week of the quarter. Students may also contact the department's coordinator, Mr. Wayne DeYoung (292-2880) for more information about specific services.

OFFICE HOURS:

Students are strongly encouraged to meet with me throughout the quarter to discuss their progress in the course, the course material, papers, or any other relevant topic. Students who are having difficulty in the course are especially encouraged to meet with me to discuss strategies for improving your mastery of the course material. My office hours are Mondays and Wednesdays from 1PM-2PM in Derby 2120, but if these times are not convenient for you please schedule an appointment with me.

COURSE OUTLINE AND READING SCHEDULE:

****Please note that I reserve the right to alter this schedule as necessary****

June 18 What is Black Politics?: Course Introduction and Overview

Part I: Establishing the Theoretical Framework: Race, Racism, and Power

June 20 **Can We All Just Get Along?: Race and Racism** in America
Hacker, Andrew, "Race and Racism: Inferiority vs. Equality," pp.17-30
King, Martin Luther, "Where are We?," pp.1-12
King, Martin Luther, "Racism and the White Backlash," pp.67-96

June 25 **Realizing the American Dream or Hitting the Political Glass Ceiling?: Race and Political Power in America**
Carmichael, Stokely (Kwame Ture) and Charles Hamilton, "White Power," pp.2-31
Bell, Derrick, *Faces at the Bottom of the Well*, Preface and Introduction, pp. xiii-14
Walton, Hanes and Robert Smith, *American Politics and the African American Quest for Universal Freedom*, Foundations and Chapter 1, pp.1-18

June 27 **The Struggle for Self-Definition: Black Political Thought**
Malcolm X, "The Ballot or the Bullet," pp.23-44
King, Martin Luther, "Black Power," pp.23-66

July 2 **Fighting for Social Change: Social Movements and the African American Struggle for Political Recognition**
Walton and Smith. Chapters 2 and 7

July 4 **Independence Day: Class Cancelled**

Part II: From Margin to Mainstream: African American Politics in the Institutional Arena

July 9 Knocking Down Boundaries: The Voting Rights Act of 1965 and Black Political Participation

Davidson, Chandler, "The Voting Rights Act: A Brief History," pp.7-27
Guinier, Lani, "The Triumph of Tokenism: The Voting Rights Act and the Theory of Black Electoral Success." (not in packet, will be distributed in class)

July 11 A Force to be Reckoned With?: African Americans in the Electorate

Dawson, Michael, "The Changing Class Structure of Black America and the Political Behavior of African Americans," pp.3-12
Dawson, Michael, "The Politicization of African-American Racial Group Interests," pp. 44-63
Walton and Smith, Chapters 5 and 10

July 16 The Life of the Party: African Americans and Party Politics

Walton and Smith, Chapter 9
Tate, Katherine, "Blacks and the Democratic Party," pp.50-74

July 18 MIDTERM

Part III: Representation and Empowerment

July 23 Subordination or Empowerment?: The Substance and Quality of African American Leadership

Barker, Lucius and Mack Jones, "Black Leadership and the Continuing Struggle for Racial Justice," pp.353-360
Cohen, Cathy, *The Boundaries of Blackness. AIDS and the Breakdown of Black Politics*
Chapter 8

July 25 The Quest for Representation at the National Level

Walton and Smith, Chapters 11 and 12

July 30 The Quest for Representation at the Local Level

Persons, Georgia, "Black Mayoralties and the New Black Politics," pp.38-65
McCormick, Joseph and Charles Jones, "The Conceptualization of Deracialization," pp. 66-84
Persons, Georgia, "The Election of Gary Franks and the New Black Conservatives," pp. 194-208

PART IV: Taking it to the Streets: Black Politics in the Social Arena

August 1 Social Expressions of Discontent: The Politics of Popular Culture

Pratt, Ray, "Popular Music and Politics," pp.1-19
Rose, Tricia, "Hidden Politics: Discursive and Institutional Policing of Rap Music," pp. 236-251
Walton and Smith, Chapter 6

PART III:

July 23

August 6

The Mules of the Earth?: African American Women

Giddings, Paula, "The Women's Movement and Black Discontent," pp.299-324
Locke, Mamie, "Deconstruct to Reconstruct: African American Women in the Post-Civil

Rights Era, pp.375-395

PART V: Contemporary Themes and Challenges: The Politics of Community

August 8 **Contested Boundaries: AIDS and the African American Community** Cohen, Cathy, *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*, Entire Book

FINAL PAPER DUE FRIDAY, AUGUST 10 BY 5PM

August 13 **African Americans and the Criminal Justice System**
Henderson, Wade, "The Color Line and the 'Thin Blue Line,'" pp.217-226
Brown, Khalilah L. and Javonne A. Paul, "Stolen Democracy: Felony Disenfranchisement Laws and the Future of Black America"

August 15 **Permanent Dilemma or Permanent Excuse?: Racism Revisited** Bell, Derrick, *Faces at the Bottom of the Well*

FINAL EXAM TBA

5

Top Ten List of Ways to Irritate Your Professor

Adapted from Dr. William Nish, Georgia College

- 10) Do not read your assignments in advance of class lecture and discussion.
- 9) Label as "busy work," "irrelevant," and "boring" anything that you do not like or do not understand.
- 8) Read a newspaper or talk to a friend if you are not interested in the lecture topic.
- 7) Avoid using the professor's office hours for appointments.
- 6) Be consistently late to class and other appointments.
- 5) Be very casual about class attendance.
- 4) Avoid taking exams at the same time and under the same conditions as the rest of the class.
- 3) Always be ready with reasons why you are an exception to the rules established for the class.
- 2) Expect your professors to be waiting at home to take your phone calls.
- 1) Do not participate in such mundane activities as departmental advising appointments.

The Ohio State University
335 Campbell Hall
Spring 2004
Office Hours: Wed. 2:00-3:00
and by appointment

Professor Sanbonmatsu
2104 Derby Hall
292-9986
sanbonmatsu.1@osu.edu

**Asian American Politics
Political Science 508**

This course is an introduction to Asian American politics. We will discuss the political history of the various Asian American groups (e.g., Chinese, Japanese, Filipinos, Koreans, Asian Indians, and Vietnamese) and examine the extent to which a subjective, panethnic identity exists across groups. Do Asian Americans have shared political interests and behave in politics as a cohesive group? Topics include public opinion, mass political behavior, elite politics, and several policy debates including immigration and racial profiling. Throughout the course, we will examine the ways in which ethnicity, class, gender, citizenship status, and generation shape the political experiences of Asian Americans. We will also compare the experiences of Asian Americans with the experiences of Latinos and African Americans, and consider the possibilities of coalition building across racial/ethnic groups.

Course Objectives: This course will provide students with a basic understanding of Asian American politics and political behavior and a background in several policy areas. Successful students will develop an analytic framework for understanding current debates and policies concerning Asian Americans.

Course Requirements: Your grade will be based on:

- one 4-5 page essay (25%)
- one midterm exam (30%)
- one final exam (30%)
- class participation (15%)

There will be a midterm exam on Monday, May 3. You will write a short essay that is due at the start of class on Wednesday, May 19. Topics for this essay will be handed out in class on Wednesday, May 5. (Note that I will not accept electronic versions of this paper; you must give me a hard copy.) The final exam will be held on Wednesday, June 9 from 9:30 - 11:18 a.m. Attendance at all class meetings is expected. Your participation grade will be based on your participation in class discussion and in small group work during class.

Late essays will be penalized 1/3 of a letter grade each day that it is late. There will be no makeup exams. The only exceptions that will be granted are the cases of a family emergency or a serious illness. (In the case of a family emergency or a serious illness, contact me as soon as possible by phone (292-9986) or email (sanbonmatsu.1@osu.edu). In the event of illness, please be advised that I will also need an original note from a medical doctor.)

Required Books:

- Gordon H. Chang, Ed. 2001. *Asian Americans and Politics: Perspectives, Experiences, Prospects*. Washington, DC: Woodrow Wilson Center Press. (Chang)
- Eric Lai and Dennis Arguelles, Eds. 2003. *The New Face of Asian Pacific America: Numbers, Diversity & Change in the 21st Century*. Berkeley, CA: AsianWeek and UCLA Asian American Studies Press. (Lai and Arguelles)
- Pei-te Lien, M. Margaret Conway, and Janelle Wong. 2004. *The Politics of Asian Americans: Diversity and Community*. New York: Routledge. (Lien, Conway, and Wong)
- Julie Otsuka. 2002. *When the Emperor Was Divine*. New York: Anchor Books.
- Frank H. Wu. 2002. *Yellow: Race in America Beyond Black and White*. New York: BasicBooks. (Wu)

All readings on this syllabus are required. The five required books are on sale at the OSU Bookstore, Long's, and other local bookstores. All remaining readings are on electronic reserve at the OSU library <<http://www.lib.ohio-state.edu/>>. (From the library homepage, select "Reserves-by Course" from the "FIND" menu and then enter "Political Science 508." Click on the electronic reserves for this course. Readings appear in the same order as they are listed on the syllabus. You will need to enter your name and your Social Security number, barcode, or university id. number to access the readings). Most of the books have also been placed on reserve at the Main Library. The Otsuka book does not circulate; it is available in the CHA Stacks in the Rare Books and Manuscripts section of the Main Library (The William Charvat Collection of American Fiction, available Mon. – Fri. 9:00 a.m. to 5:00 p.m.).

Academic Honesty: All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and, when appropriate, reported to the university Committee on Academic Misconduct.

Disability: Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

Week 1

March 29 Introduction

ASIAN AMERICANS AND PANETHNIC IDENTITY

March 31 Who Are Asian Americans?

Wu: Chapter 1, "East is East, East is West: Asians as Americans."

Lai and Arguelles: Introduction and Section I, Chapter 1.

Lien, Pei-te. 2002. *The Making of Asian America through Political Participation*. Philadelphia, PA: Temple University Press. Introduction and Chapter 1, "Charting a Hidden Terrain: Historical Struggles for Inclusion and Justice Prior to the Era of Civil Rights and Electoral Politics."

Week 2

April 5 Immigration, Citizenship, and the Social Construction of Race

Chang: Chapters 1-3.

"Asian Americans and Politics: Some Perspectives from History" (Gordon H. Chang);

"The Racial Triangulation of Asian Americans" (Claire Jean Kim);

"Citizenship Nullification: The Impossibility of Asian American Politics" (Neil T. Gotanda).

April 7 Panethnic Identity

Lien, Conway, and Wong: Chapters 1, 2: "Introduction"; "Who am I? Mapping Ethnic Self-Identities."

Lai and Arguelles: Section I, Chapter 2.

Week 3

April 12 Panethnic Mobilization

Wu: Chapter 2, "The Model Minority: Asian American 'Success' as a Race Relations Failure."

Lai and Arguelles: Section I, Chapter 4 ("Socioeconomics").

Lien, Pei-te. 2002. *The Making of Asian America through Political Participation*. Philadelphia, PA: Temple University Press. Chapter 2, "Constructing a Community That (Almost) Cannot Be: Contemporary Movements Toward Liberation and Empowerment—After 1965."

PUBLIC OPINION AND POLITICAL BEHAVIOR

April 14 Public Opinion and Party Identification

Lien, Conway, and Wong: Chapter 3, "Political Orientations: Beliefs and Attitudes about Government."

Week 4

April 19 Electoral Behavior

Lien, Conway, and Wong: Chapters 4-5, "Understanding the Contours, Sources, and Impacts of Political Partisanship"; "Political Participation in Electoral and Non-electoral Settings."

Chang: Chapter 9, "Asian Pacific American Youth: Pathways for Political Participation" (Peter Nien-Chu Kiang).

April 21 Gender and Political Behavior

Lien, Conway, and Wong: Chapter 6, "Where and When Does Gender Matter?"

Week 5

ELITE POLITICS

April 26 The New Elites: Asian American Elected Officials

Lai and Arguelles: Section IV, Chapter 4 ("Politics and Civil Rights").

Chang: Chapter 13, "Lessons Learned from the 'Locke for Governor' Campaign" (Judy Yu and Grace T. Yuan).

James S. Lai, Wendy K. Tam Cho, Thomas P. Kim, and Okiyoshi Takeda. 2001. "Asian Pacific-American Campaigns, Elections, and Elected Officials." *PS: Political Science & Politics* (September): 611-617.

Esther K. Arinaga and Rene E. Ojiri. 1992. "Patsy Takemoto Mink." In *Called from Within: Early Women Lawyers of Hawai'i*, ed. Mari J. Matsuda. Honolulu: University of Hawaii Press.

April 28 Elections and Party Competition

Chang: Chapter 11, "The Impact of Mainstream Political Mobilization on Asian American Communities: The Case of Korean Americans in Los Angeles, 1992-1998" (Edward J. W. Park).

Lai and Arguelles: Section II, Chapter 1 ("Chinese"); Section II, Chapter 4 ("Koreans").

Leland T. Saito and John Horton. 1994. "The New Chinese Immigration and the Rise of Asian American Politics in Monterey Park, California." In *The New Asian Immigration in Los Angeles and Global Restructuring*, ed. Paul Ong, Edna Bonacich, and Lucie Cheng. Philadelphia, PA: Temple University Press.

Week 6

May 3 **Midterm Exam**

May 5 Fundraising

**** Essay topics to be handed out in class ****

Chang: Chapters 12, 14.

“People from China Crossing the River: Asian American Political Empowerment and Foreign Influence” (Frank H. Wu and Francey Lim Youngberg);

“Building on the Indigenous Base: The Fund-Raising Controversy and the Future of Asian American Political Participation” (Paul Y. Watanabe).

Wu, Chapter 3: “The Perpetual Foreigner: Yellow Peril in the Pacific Century.”

Week 7

POLICY ISSUES

May 10 Japanese American Internment

Lai and Arguelles: Section II, Chapter 6 (“Japanese”).

Otsuka. *When the Emperor Was Divine*.

Brenda L. Moore. 2003. *Serving Our Country: Japanese American Women in the Military during World War II*. New Brunswick, NJ: Rutgers University Press. Chapter 3.

May 12 Racial Profiling and the Wen Ho Lee Case

Wu, Chapter 5: “True But Wrong: New Arguments Against New Discrimination.”

Lai and Arguelles: Section II (“Ethnicity”).

Week 8

May 17 Immigration Policy

Chang: Chapter 5, 8.

“Asian Americans as the Median Voters: An Exploration of Attitudes and Voting Patterns on Ballot Initiatives” (Wendy K. Tam Cho and Bruce E. Cain);

“U.S.-Born, Immigrant, Refugee, or Indigenous Status: Public Policy Implications for Asian Pacific American Families” (Kenyon S. Chan).

Lai and Arguelles: Section 1, Chapter 3 (“Immigration”); Section III (Geography).

May 19 California Politics

**** Essay Due at start of class ****

Lai and Arguelles: Section III, Chapter 1 (“California”).

Week 9

May 24 Current Policy Issues

Lai and Arguelles: Section IV (“Culture and Society”).

COALITION BUILDING

May 26 Intergroup Relations and Comparisons

Wu: Chapter 8, “The Power of Coalitions: Why I Teach at Howard.”

Claire Jean Kim and Taeku Lee. 2001. “Interracial Politics: Asian Americans and Other Communities of Color.” *PS: Political Science & Politics* (September): 631-637.

Week 10

May 31 ** Memorial Day Holiday **

June 2 Conclusion

Lien, Conway, Wong: Chapter 7, “Conclusions and Implications.”

Yen Le Espiritu. 1992. *Asian American Panethnicity: Bridging Institutions and Identities*. Philadelphia, PA: Temple University Press. Chapter 7.

****Final Exam****: Wednesday, June 9, 9:30 – 11:18 a.m.

POLITICAL SCIENCE 608

ETHNIC POLITICS IN AMERICAN CITIES

AUTUMN QUARTER 2005

Professor William E. Nelson, Jr.
Office: 486 University Hall
Telephone: 292-0453
E-Mail: Nelson.18@OSU.EDU

THE COURSE

The central focus of this course will be the impact of ethnic and racial factors on politics and governance in American cities. We will explore the nature of ethnic identity and the political impact of immigration in city politics. We will take a penetrating look at the political behavior and experiences of major ethnic and racial groups in America, including The Irish, Italians, Jews, African-Americans, Latinos, Asians, Native Americans and Muslims. The analysis will explore processes of group formation, identity, and political mobilization as expressed through protest, economic development, government lobbying, the building of indigenous institutions and networks, and electoral participation. The course will evaluate prospects for the construction and maintenance of biracial and multiracial alliances. A number of key policy issues affecting ethnic and race relations in the cities will also be explored.

This will be a lecture-discussion class, with great emphasis on student participation. Students are expected to attend all classes and come prepared to discuss the reading assignments. Students will produce a final paper analyzing key issues in the area of American ethnic and racial politics. There will be two examinations, a midterm and a final. Both the midterm and final examinations will count for one third of the final grade. The final third will be based on the quality of the term paper and contributions by students to classroom discussions.

REQUIRED READINGS

Steven Erie, Rainbow's End: Irish-Americans and the Dilemmas of Urban Machine Politics, 1840-1985

Rufus P. Browning, Dale Rogers Marshall, and David H. Tabb (eds.), Racial Politics in American Cities, Third Edition

John A. Garcia, Latino Politics in America: Community, Culture, and Interests

Wilbur C. Rich (ed.), The Politics of Minority Coalitions: Race, Ethnicity and Shared Uncertainties

Ronald Walters, White Nationalism, Black Interests

COURSE OUTLINE

1. POLITICS, ETHNICITY AND POWER
Rich, The Politics of Minority Coalitions, Introduction
2. AMERICAN IMMIGRATION
Suggested Readings:
Oscar Handlin, The Uprooted
Marcus Lee Hansen, The Atlantic Migration
Juan F. Perea, Immigrants Out
3. THE IRISH AND MACHINE POLITICS
Erie, Rainbow's End, Chapters 2-7.
4. VILLAGE POLITICS: ITALIAN AMERICANS AND ETHNIC MOBILITY
Suggested Readings:
Nathan Glazer and Daniel P. Moynihan, Beyond the Melting Pot
Mark Levy and Michael S. Kramer, The Ethnic Factor
Edgar Litt, Ethnic Politics in America
5. JEWISH POLITICS: LIBERALISM AND ETHNIC IDENTITY
Lana Stein, "American Jews and their Liberal Political Behavior," in Rich, Part IV;
Terri Susan Fine, "The Impact of Demographic and Social Change on the Jewish Political Agenda in the 1990s," in Rich, Part IV.
Suggested Readings:
L. Sandy Maisel and Ira N. Forman (eds.), Jews in American Politics
Lawrence H. Fuchs, The Political Behavior of American Jews
V.P. Franklin, Nancy L. Grant, Harold M. Kletnick and Genna Rae McNeil
African Americans and Jews in the Twentieth Century: Studies in Convergence
And Conflict
Jonathan Kaufman, Broken Alliance: The Turbulent Times Between Blacks and
Jews In America
Samuel DuBois Cook (ed.), Black-Jewish Relations
6. AFRICAN AMERICAN POLITICS: ISSUES OF INCORPORATION AND EMPOWERMENT
Browning, Marshall and Tabb, "Mobilization, Incorporation, and Policy in 10 California Cities," in Browning, Marshall, and Tabb, Racial Politics in American Cities, Chapter 1; Raphael J Sonenshein, " Post Incorporation Politics in Los Angeles," in Browning, Marshall and Tabb, Chapter 2; John Mollenkopf, "New York: Still the Great Anomaly," in Browning, Marshall and Tabb, Chapter 4; Dianne M. Pinderhughes, " Chicago Politics: Political Incorporation," in Browning, Marshall and Tabb, Chapter 5; Michael Leo Owens and Michael J. Rich, " Is Strong Incorporation Enough? Black Empowerment and the Fate of Atlanta's

Low-Income Blacks,” in Browning, Marshall and Tabb, Chapter 7; Huey L. Perry, “The Evolution and Impact of Biracial Coalitions and Black Mayors in Birmingham and New Orleans,” in Browning, Marshall and Tabb, Chapter 8; Ronald Walters, *Black Nationalism, White Interests*

7. LATINO POLITICS: RESOURCES AND GROUP MOBILIZATION

Christopher L. Warren and Dario V. Moreno, “Power Without A Program: Hispanic Incorporation in Miami,” in Browning, Marshall and Tabb, Chapter 10; Rodolfo de la Garza, “The Effects of Primordial Claims, Immigration and the Voting Rights Act on Mexican American Sociopolitical Incorporation,” in Rich, Part III; John Garcia, *Latino Politics in America*, Chapters 4, 5, 6, 7, 8, and 12.

8. BLACK-LATINO COALITIONS

Paula D. McClain, “Coalition and Competition: Patterns of Black-Latino Relations in Urban Politics,” in Rich, Part I; Rodney E. Hero and Susan Clarke, “Latinos, Blacks And Multiethnic Politics in Denver: Realignment Power and Influence in the Struggle For Equality,” in Browning, Marshall and Tabb, Chapter 11; Raphael J. Sonenshein, “The Prospects for Multiracial Coalitions: Lessons from America’s Three Largest Cities,” in Browning, Marshall and Tabb, Chapter 12; Garcia, Chapter 11.

9. POLITICS AT THE MARGINS: ASIANS, NATIVE AMERICANS AND MUSLIMS

Don Toshiaki Nakanishi, “Beyond Redress: The Future of Japanese American Politics on the Mainland,” in Rich, Part II; Arati Rao, “Bridges Across Continents: South Asians in the United States,” in Rich, Part II; Glenn T. Morris, “Coalitions and Alliances: The Case of Indigenous Resistance to the Columbian Quincentenary,” in Rich, Part V; Walter C. Fleming, “Politics in the Mainstream: Native Americans As The Invisible Minority,” in Rich, Part V; Mohammed T. Mehdi, “Arabs and Muslims In American Society,” in Rich, Part VI; Ayad Al-Qazzaz, “The Arab Lobby: Political Identity and Participation,” in Rich, Part VI.

Suggested Readings:

Don T. Nakanishi and James S. Lai (eds.), *Asian America Politics: Law, Participation and Policy*

William Wei, *The Asian American Movement*

David E. Wilkins, *American Indian Politics and the American Political System*

John M. Meyer (ed.), *American Indians and U.S. Politics: A Companion Reader*

10. ETHNICITY AND THE POLICY PROCESS: THE DEBATE OVER RIGHTS AND REPRESENTATION

Ronald Walters, *White Nationalism , Black Interests*

Suggested Readings:

Harrell R. Rodgers, Jr. *Racism and Inequality: The Policy Alternatives*

Thomas Byrne Edsall and Mary D. Edsall, *Chain Reaction*

W. Avon Drake and Robert D. Holsworth, *Affirmative Action and the Stalled Quest For Black Progress*

George E. Curry (ed.), *The Affirmative Action Debate*

Don Kinder and Lynn M. Sanders, Divided by Color
Allan P. Sindler, Bakke, Defunis and Minority Admissions
Nathan Glazer, Affirmative Discrimination
Paul M. Sniderman and Edward C. Carmines, Reaching Beyond Race
Linda Williams, The Constraint of Race

Call number 18316-0, Rm: HH 255
SPA 330/WINTER 2006
T/TR 1:30-3:18 p.m.
Office Hours: T/TR 3:30-4:30

Prof. Maureen Ahern
ahern.1@osu.edu
Hagerty 262; tel:292-4924/4958

SPA 330

Re-Inventing America: Constructing Colonial Identities

We may distinguish between two types of imaginative process: the one that starts with the word and arrives at the visual image, and the one that starts with the visual image and arrives at its verbal expression. - Italo Calvino, *Six Memos for the Next Millennium*.

OBJECTIVES: This course discusses the construction of ethnic and cultural identities in colonial Latin America through the visual and verbal representations in literature and the visual arts. It seeks to develop insights into past and present Latin American cultural and aesthetic expression through the critical reading, viewing and analysis of visual, cultural and literary texts from indigenous as well as Hispanic cultures.

FORMAT: Discussion, reading and viewing of texts in English translation and video. In addition to an oral presentation, the student will write short essays based on the cultural texts we discuss and may expect short quizzes and exams.

REQUIRED TEXTS:

Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life and the Glories of Gods and Kings. Trans and Intro. Dennis Tedlock. Rev. ed. Simon & Schuster, 1996.

Schwartz, Stuart B. ed. *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico.* Bedford/St. Martin's, 2000.

Núñez Cabeza de Vaca, Alvar. *The Narrative of Cabeza de Vaca.* Ed, transl and intro by Rolena Adornia and Patrick Charles Pautz. University of Nebraska Press, 2003.

Castillo, Ana del. *Goddess of the Americas/ La diosa de las Américas: Writing on the Virgin of Guadalupe.* Riverhead Books, 1996. Selections

Sturken, Marita and Lisa Cartwright. *Practices of looking: an introduction to visual culture.* Oxford University Press, 2001.

Contextual and Supplemental Materials:

Access to files and on-line links for students enrolled in the course at:

***= SPA 330 Webpage at: <http://people.comums.ohio-state.edu/ahern1>**

Videos and Extra Credit books are on reserve under the course number, SPAN 330 at Closed Reserve in the Main Library.

CALENDAR OF COURSE READINGS AND TOPICS
(subject to minor modification)

*= SPA 330 Webpage at: <http://people.comums.ohio-state.edu/ahern1>

MAYA QUICHE CREATION, IDENTITY AND CULTURE

Week 1

T/ 03 January

Orientation - Course organization and requirements.

TR/06 January –

Read: *Popol Vuh*, Preface, Introduction (Tedlock), Parts I and II, 1-88.

Discussion Topic: Quiché Myth, History and Creation;

*Popol Vuh: Texto bilingüe y cuestionario

Video: "The Mayas: Temples, Tombs and Time" or "Lost Kingdoms of the Maya" (Nat. Geographic) (also in Closed Reserve, Main Library)

See: "Ancient Mesoamerican Writing" or "Mayan Codices" via Google. One of the best sites is: <http://pages.prodigy.com/GBonline/ancwrite.html> (go to Maya)

Read: *practices of looking*, pp. 1-21

Context: *Coe-Maya Calendar

Week 2

T/10 January

Read: *Popol Vuh*, Parts III, IV, V, 91-198.

Discussion: Quiche Modes of Knowing and Telling: Oral, Visual and Written: Ancient and Modern Visions

Video: *Popol Vuh* (Patricia Amlin, NEH)

Prepare & Discuss: Modes of Narrating: Oral, Visual and Written in *Popol Vuh*, from questionnaire

Read: *practices of looking*, p. 21-44

TR/12 January

See: Video News Clip -PBS – "Mayan Community Mourning & Identity 2005 y/o Power Point: Mayan Iconography, life, myth & art.

Group Discussion continued

Read: *practices of looking*, 45-58

Context: *Shele & Friedel, "Sacred space, Holy Time and the Maya World"; "The Mayan Ballgame"

Oral Presentations on *Popol Vuh*

Required Essay # 1 on *Popol Vuh* due on Tuesday, January 17th.

COLUMBUS AND THE CARIBBEAN: FIRST IMAGES, STEREOTYPES AND THE DEFENSE OF HUMAN RIGHTS

Week 3-

T/17 January

First European Impressions of the Caribbean: Marveling and Naming.

Read: *Section 1, the Basel Printed Letter and Translation, Section 2, History, Manuscript Letters, at <http://www.usm.maine.edu/~maps/columbus>.

*Columbus Texts: -Columbus Letter about the First Voyage; 39-40; Selections Columbus' Log Book, 86-136.

Discussion: Writing, Re-Writing and Transmission: Codes of inscribing the 'Other': Marvels, Naming and Nudity, Early Stereotypes.

Read: *practices of looking*, 58-71

Video: "Columbus and the Age of Discovery" Part 2

TR/19 January

Read: *Hanke & Rauch: Selections: *The Requirement (188-190)*, Montesinos' Advent Sermons; (201-204) Las Casas on the *Island of Hispaniola* and *In Defense of the Indians*. (205-210, 221-226. *Mann, "1491"

practices of looking, 72-93

Discussion: America in 1491, The Debates on Humanity, Just War and Human Rights

Video: "Columbus and the Age of Discovery, Part 5, 'The Cross and the Sword'"

Context: Texas Humanities Resource Center: "The New World" see: Columbus, the Genovese and The Role of Books in the Making of the New World.

<http://www.humanities-interactive.org/newworld/timeline.htm>

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Week 4

T/24

Read: *The Black Legend and Anti-Hispanic Stereotypes"

Read: http://oregonstate.edu/instruct/phil302/philosophers/las_casas.html

"The Legacy of Bartolomé de Las Casas, Benjamín Keene.

<http://oregonstate.edu/dept/philosophy/ideas/papers/keen.html>

practices of looking, 93-108

Discussion: Constructing Identities and Stereotypes

Context: *Arias: "Las Casas Representation of the Other(s)"

Oral Presentations on Columbus and Bartolomé de Las Casas

Essay on Columbus, the Caribbean and Human Rights due Thursday 1/26/06

Week 4 continued
Tr/26 January

MEXICO: VERBAL AND VISUAL TESTIMONIES OF THE CONQUEST

Schwartz : *Victors and Vanquished: Spanish and Nahuatl Views of the Conquest of Mexico* (VV),

Read: Part I, 1-39 Introduction: Civilizations in Conflict and Ch. 1 Forebodings and Omens , Sahagún and Durand; Ch. 2 Preparations, Bernal Díaz del Castillo; Hernán Cortés, Letters 1 and 2; p. 40-78.

practices of looking, 109-130

Power Point: Brief Overview of Mexican History to the Conquest

Prepare and Discuss: Questions in VV, p. 247-48.29.

See: "Aztec Pictorial Writing:

www.ancientcripts.com/Aztec.html

www.azteca.net/Aztec/nahuatl/writing.html

Week 5

T/31 January

Read: VV: Ch 3 Encounters (Letters Cortes, Bernal Diaz, Florentine Codez); Ch. 4, The March Inland: Tlaxcala and Cholula, Ch. 5 Tenochtitlan, pp. 79-155.

practices of looking, 130-150

Prepare and Discuss: Questions, p. 247-248, for 3, 4, and 5

Visuals: Power Points: The Lienzo of Tlaxcala, Muñoz Camargo and or ;
PP Views of Tenochtitlan and Gruzinski, *Painting the Conquest*

Context: *Peterson: "Imaging Malinche"; *Phillips: "Marina Malinche: Masks & Shadows."

Th/2 February

Read VV: Ch. 6, 7, & 8: 156-211, Noche Triste, Siege and Fall of Tenochtitlan;
Aftermath: Tradition & Transformation.

*"The Lords and Holy Men of Tenochtitlan Reply to the Franciscans, 1524." 19-22.

practices of looking, 151-172

Prepare and Discuss: Questions, p. 247 for 6, 7, and 8.

See: *Codex Mendoza*: www.geocities.com/alma_mia/codex/?200526

Video and Discussion of Stereotypes in Conquistadors: Cortés, Michael Woods, PBS

Oral Presentations on Encounters & Conquest

Essay on *Victors and Vanquished* due Tuesday Feb 7

Week 6
T/7 February

Midterm Written Exam - Tentatively some identifications, map quizz and an essay question

**FORGING NEW FRONTIER IDENTITIES:
THE AMERICAN JOURNEY OF ALVAR NUNEZ CABEZA DE VACA**

Th/9 February

Read: *The Narrative of Cabeza de Vaca = CV, Introduction, 1-37, Chs. 1-14, 44-92. practices of looking, ,172-188*

See: Film: PBS: *Conquistadors*, Part 4, Alvar Núñez Cabeza de Vaca, "All the world is human"

Prepare Group Discussion Questions: Handout

Week 7

T/14 February

Read: *CV, Ch. 15-30, p. 93-149. Narrating Physical and Spiritual Survival practices of looking, 182-209*

Prepare & Discuss: Questions from handout

Visuals: PP From Islands to Continent. Discussion of maps and early images of the American natural world from Oviedo;s *Historia* John Whyte , deBry.

See: "The Luso-Hispanic World in Maps", Library of Congress
<http://www.loc.gov/rr/geogmap/luso/how.html>

Th/16 February

Read: *CV, Ch. 31-38, pp.150-178, practices of looking, 209-236*

Discussion Transculturation and new American Identities

Oral Presentations on *The Narrative of Cabeza de Vaca*

Context: Ahern,* "The Cross and the Gourd, Ritual Codes..."

Stone,*"The Filming of Colonial Spanish America."

Film: for outside viewing: "Cabeza de Vaca." English subtitles. (closed reserve)

Essay on Cabeza de Vaca Narrative Due Tuesday February 21

TONANTZIN/GUADALUPE: TRANSFORMATIVE SPIRITUALITIES: ICON AND IDENTITY

Week 8

T/21 February

Read: *Carroll, "The Apparition Narrative and Image.", "Guadalupe, Background and Apparitions", and either *Burkhart, "Cult of the virgin of Guadalupe in Mexico", 3-17* or *Nebel, "The Cult of Santa María Tonantzin, Virgin of Guadalupe in Mexico"*; *practices of looking, 209-236*

PP lecture: The Virgin of Guadalupe

Context: Clendennin, "Ways to the Sacred: Reconstruction of Religion in 16th Century Mexico."

TR/23 February

Discussion: Guadalupe in Contemporary Culture

Read: * "Juan Diego, Myth vs. Miracle", *NYTimes*,*

Read: 2 Selections from Castillo, ed. *Goddess of the Americas** among the following: R. Rodriguez, "India"; J. Rodriguez, "The Feminine Face of God"; S. Cisneros, "Guadalupe the Sex Goddess" R. Martinez, "The Undocumented Virgin"; R. Castellanos, "Once Again Sor Juana"; G. Gómez-Peña, "The Two Guadalupes", *practices of looking, 237-259*

Group Discussion

Visuals: PP: The Virgin of Guadalupe and Popular Culture in Los Angeles; Juan Diego

Oral Presentations on Virgin of Guadalupe

Essay on Virgin of Guadalupe due Tuesday February 28th

CONSTRUCTING RACE, CASTE AND CLASS IN COLONIAL MEXICO

Week 9

T/28 February

See and Read: Africa in the Americas – Texas Humanities Resources Timeline, <http://www.humanities-interactive.org/newworld/africa>

Read Carroll, "Black in America"; Hanke & Rauche, "Sandoval, Black Studies' First Advocate"; Gerhard, "Slaves in Spanish America."

Read: Mills and Taylor: "Miguel Hernández, Master of Mule Trains," 125-131

*The Mulatto Gentlemen of Esmeraldas, Ecuador," 127-149

practices of looking, 259-278

Discussion

TR/2 March

Read: Mills and Taylor: "Two 'Castas' Paintings from Eighteenth-Century Mexico" 322-327. Carrera, "Envisioning the Colonial Body" *practices of reading*, 315-333

Visuales : PP The Casta Paintings of 18th century Mexico
Discussion

Oral Presentations on Race and Caste in Colonial Americas

Week 10 –

T/7 March

The Casta Paintings: Race, Caste and Memory - continued

Oral Presentations and Essays on Race and Caste

Take Home Exam distributed

TR/9 March – Summary, Course Evaluation and Pending topics

Last day for submission of any reaction papers due (late papers accepted but points deducted).

Exam Week 11 –

T/14 March

1:30 p.m. Pass in Written Take Home or Write in Classroom
Early submissions appreciated

COURSE REQUIREMENTS AND EVALUATION
(subject to minor modification)

EVALUATION

1 oral Presentation	10%
2 essays	30%
Mid Term, Final Exam, Quizzes	40%
Participation and improvement	20%

COURSE REQUIREMENTS

ACTIVE PARTICIPATION in the class sessions and attentive reading of all the required texts and other assigned materials before each class session are absolutely required. This is a **discussion based** class. Your consistent participation is a key component of our learning environment, thus you are expected to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Be aware that this course will require extensive weekly reading and discussion beyond merely attending class and taking notes.

ATTENDANCE For the above reasons, punctual regular attendance is required for successful progress in this course. More than three unexcused absences will definitely jeopardize your final grade, and may result in the loss of an entire grade point. Acceptable grounds for excused absences are strictly limited to: a) pre-arranged, university sponsored activities; b) your own illness; c) death or grave illness in your immediate family; d) jury duty or required legal appearances. All instances require written validation. Request excuse by phone or e-mail before class. No make-up will be allowed without a medical/legal written excuse.

TARDINESS: Plan to arrive punctually. Late arrivals are disruptive to class sessions and discourteous to your classmates and your instructor. Late work will be accepted past the due date but 5 points will be deducted for each day that it is overdue. Exceptions will be made only in the case of serious documented excuses. Work will not be accepted after the last day of classes

GRADING is on the basis of quality, improvement, participation and attendance. No "Incompletes" except for documented legal or medical emergencies

QUIZZES: You can expect unannounced quizzes on each unit of required readings, videos or any materials discussed at any point in the course. **No makeups on quizzes missed.**

MIDTERM AND FINAL EXAMS, consist of written i.d.'s, maps, and essay questions. **No makeups** unless medical or legal certification.

ORAL PRESENTATION: 10-15 minutes of oral presentation of analysis of a visual, performative or cultural topic or perspective of one of the texts among those in the required reading or viewing. *Practices of looking* offers many kinds of applications of visual issues. It should be accompanied by a handout that outlines your major points and includes key citations, references and images etc. You should present the visual as well as verbal elements to illustrate your points and stimulate discussion. Close with a question about your topic. The written outline or version of your oral presentation can become the nucleus for one of your short written essays on the same or a similar topic. If you wish to use PowerPoint, you need to be sure your formats are compatible with the setup in our classroom and check beforehand that it will work. Always prepare materials for a back-up in case technology fails. Oral presentations must fall within the calendar days scheduled for the unit on the topic. You need to sign up for your date on the schedule that will be circulated and define your topic as early as possible. See the suggested topics on the handouts distributed for each unit. **You must consult me regarding choice of your topic before you begin preparation.** In case of changes of date or topic, I must be notified by phone or email before the day scheduled in order to plan class time equitably and productively. Team presentations are possible but the topic must be approved by the instructor in advance. It is not acceptable to present a descriptive summary of the plot, the author's life or repeat introductory information from my class lectures or Internet sites.

WRITTEN ESSAYS (3-5 pages minimum) These are thoughtful essays of the reaction paper type that first and foremost express your own ideas and reactions as well as visual and cultural analysis, for 2 of the assigned texts. You are encouraged to choose topics and texts that reflect your own interests or you may address topics suggested by the professor or questions raised during discussion or in consultation by e-mail or phone.

I'm happy to help you develop a specific focus or a topic through consultation during my office hours, or by email or by phone. It's advisable to consult me as far in advance as possible. Base your arguments on textual or visual evidence and be sure to include it and cite it in your paper. You can incorporate readings of critical and contextual materials for research beyond the collective reading assignments. In general, the more specific and focused the topic, the better. They may be comparative among two or more issues or texts, but must focus on a specific topic or issue. Be sure to include conclusions and bibliography of works cited or utilized.

Papers must word-processed DOUBLE SPACED, WITH A WIDE 1 " LEFT HAND MARGIN for ease of reading and revision, using a normal 12 point font. Do not try to manipulate the length of your paper by using abnormally large or small fonts or margins. Length is 3-5 pages minimum. Format is *MLA Handbook for Writers of Research Papers*, 5a ed. (at SBX and most all bookstores) with foot or endnotes and a page for works cited for all references, including digital or electronic media sources. See the short-cut sheet on this format in the Information Stand opposite the Circulation Desk at the Main Library. Papers are due the day indicated on the course calendar. Points will be deducted for late submissions. **Two short written essays are required.** Additional ones may be counted as

extra credit or can replace papers that received a lower grade. Topics are chosen according to the following distribution. **At least 1 is required on Popol Vuh. The remaining essay should deal with a text of your choice from the other required readings.** Don't hesitate to e-mail me in advance regarding your topics.

EXTRA-CREDIT. An additional oral presentation; or essay or review of book or discussion of the contextual readings can be counted as extra credit to improve your grade or to explore a topic for an Honor's thesis, or explore other interests beyond those discussed in class –or to substitute for a lower grade in an essay or presentation. I will be sending out a list of some suggested titles that may motivate reading beyond the required minimum. Contact me about extra credit before you begin to work on it.

REGARDING USE OF ANY INTERNET, WWW, VIDEO, FILM OR PRINT MATERIALS

The sources for all material, images or information obtained through WWW or in any kind of print or video form must be correctly attributed. Any information of any kind that is not your own original idea must be correctly cited as indicated in the MLA format to be distributed in class. Any material that is not your own which remains uncited will be subject to the university guidelines concerning plagerism and academic misconduct.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.
<http://www.turnitin.com/static/home.html?session-id=0ffb95e51f5b467f9013049eb1a1fe56>

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307

ACADEMIC CONDUCT - University guidelines for academic conduct apply to all aspects of this course.

In the unlikely event of **class cancellation** due to emergency, I will contact you via e-mail and request that a note on department letterhead be placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let

you know what will be expected of you for our next class meeting.

STUDY TIPS:

-**Do each week's reading before that week's classes.** Go over your notes after each class. Cross-reference your notes with the reading assignments. Use your syllabus as a table of contents for your notes.

- **Acquire a good Spanish/Spanish dictionary** such as *Vox* or *Larousse* from Latin American Book Sources, Inc. at www.latambooks.com on the Web (type in *Vox* or *Larousse* in the search box) and keep a list of new vocabulary for each reading selection, as 16th–18th century colonial Spanish will challenge your lexicon. Get the Spanish dictionary not a bilingual one.

-**Above all, keep up with the reading.** There is an extensive amount of information in this course; you can't hope to master it by cramming at the last minute.

-If there is a gap in your notes or a concept you have missed, get notes from a classmate and handouts from the instructor or come to see me during office hours.

SUGGESTIONS FOR MAKING THE COURSE MORE MEANINGFUL: (especially for students new to Latin American and/or Colonial cultures).

-Use the Research Data Bases in the Main Library or its Home Web Page to check what research exists on your topic. Try the *Handbook of Latin American Studies* (HLAS), *The Hispanic American Periodical Index* (HAPI), the *Arts and Humanities Citation Index*; World Cat and for references on literature, *MLA Bibliography* (but be aware that it has big gaps for publications in Spanish language). *JSTORE* has excellent historical material -Check out topics, regions and historical figures on the Web, especially the cultural sections of Mexican newspapers such as *La Jornada* or cultural or interdisciplinary such as *Colonial Latin American Review*. **Be aware, however, that not all Web pages are free of historical inaccuracies or cultural bias of various kinds. Many are very superficial. Be very cautious about using the Web for serious research without solid back-up from the original or scholarly sources.**

-**National Geographic's Web site:** www.nationalgeographic.com has topics related to indigenous and cultural art and practices. Be aware, though, that the main purpose of this site is to sell the magazine; it will be of most interest to you for the clickable images.

-**Watch Hispanic cultural television channels such as Univisión or Televisa**, if you get them on a satellite dish or cable. PBS offers excellent cultural programs. Others may appear on the **Discovery Channel, the History Channel and the National Geographic Channel.**

-Take advantage of the lecture and film series sponsored by the Center for Latin American Studies on Wednesday evenings and films shown at the Wexner Center or the Drexel Theatres.

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SPA HE 555/555 Primavera/2007

T/TR 9:30-11:18 a.m.

Hours T/TH 11:30-12 /TR 1:30-3 pm y por cita

Profa. Maureen Ahern

ahern.1@osu.edu Office

Hagerty 262 tel:292-4924/4958

**LITERATURA HISPANOAMERICANA:
INDIGENA, COLONIAL Y SIGLO XIX**

Este curso presenta una visión panorámica del territorio imaginario de Hispanoamérica colonial mediante el examen de textos claves de sus discursos fundadores, incluyendo textos de las culturas indígenas de origen precolombino y colonial, selecciones de obras de la época colonial y otras representativas del período de formación nacional del Siglo XIX. Los objetivos son: desarrollar la capacidad de lectura crítica y afianzar el análisis de textos literarios y culturales de testimonio y creación. Se examinan también los contextos socio-culturales que los informan y la construcción de identidades que producen. Pre-requisito: SPA 403 y SPA 450 o H450 o equivalente.

REQUIRED TEXTBOOKS

Raquel Chang-Rodríguez and Malva E. Filer, *Heinle Voices: Selecciones literarias en español. Literatura Hispanoamericana: Indígena, Colonial y Siglo XIX*, Custom Textbook. Thomson/Heinle, 2007. En venta en SBX

Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life. Trans. & Intro. by Dennis Tedlock. Simon & Schuster: Rev.ed., 1996.

Honors

Las Casas, fray Bartolomé de. *Brevísima relación de la destrucción de las Indias*. Edición de Jean-Paul Duviols. Buenos Aires: Stockcero, 2006. paperback (Amazon.com)

Sor Juana Inés de la Cruz. *The Answer/La Respuesta*. Eds. & trans. Electa Arenal and Amanda Powell. The Feminist Press, 1994.

Contextos críticos: Carmen y Closed Reserve, Sullivant Library.

Recommended : A good Spanish language dictionary such as *Vox* or *Larousse*, not a bilingual or pocket edition. Available from www.latambook.com

Garibaldi, Joseph & Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. 6th ed., 2004

CALENDARIO DE LECTURAS Y TEMAS
(Sujeto a ajustes menores al sílabo y al calendario)

M=Martes J=Jueves LH=Heinle *Voices: Literatura Hispanoamérica: Indígena, Colonia y Siglo XIX*. CRMN = Carmen, CR = Closed Reserve, Sullivant Library.
CONTEXTOS estudios opcionales de consulta para las presentaciones y los trabajos de investigación.

Mesoamérica: La palabra antigua de los Maya-Quiché

Semana I 27 y 29 de marzo

Martes 27 marzo - Orientación al curso.

LEER: LH, 2-3, 13-14.

Video "The Maya: Temples, Tombs and Time"

Ver: "Mundo Maya" On-line: Cosmología maya "Los enigmáticos códices",

<http://www.mayadiscovery.com/es/historia/codices.htm>

Jueves 29 marzo

Popol Vuh. – Temas: Tiempo y creación Quiché; Oralidad, traducción, performance y escritura.

LEER: Preface y Part 1 (Tedlock) 1-74.

Comentar "*Popol Vuh*: Texto bilingüe" y Cuestionario [PDF]

CONTEXTOS

Mundo Maya On-line: "En busca del tiempo maya."

<http://www.mayadiscovery.com/es/historia/codices.htm>

de la Garza, "La visión maya de los orígenes en:

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=1&idpag=1862>

Semana II 3 y 5 abril

Martes 3 de abril - *Popol Vuh*. Temas: Modos de Narrar: Visual y escrito.

LEER: Tedlock: Parts 2,3, 4, 5, 77-198.

Film: "Popol Vuh"

Patricia Amlin. Comentario en clase del cuestionario: Narrando lo oral, lo visual y lo escrito.

CONTEXTOS: Schele & Friedel: "[The Mayan Ball Game](#)" [PDF] Schele & Friedel, "[Sacred Space, Holy Time and the Maya World](#)" [PDF]

y/o de la Garza, "Jugando el juego de los astros"

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=1&idpag=1864>.

Jueves 5 abril

Research Workshop. Introduction to On-line Research Resources for Latin American Literatures and Cultures (OSU Library). Introducción a Recursos de Investigación On Line/. Dr. Edward Reidinger, Latin American Specialist Librarian. Bring your laptops!

El Caribe: Primeras imágenes, encomienda y evangelización

Semana III 10 y 12 abril

M/10 abril – Temas; Escritura, re-escritura y transmisión. Primeras imágenes. El Otro, Maravilla, Nombramiento, Desnudez

LEER: Cristóbal Colón, "Carta a Luis de Santangel", LH 21-25.

LEER: "Diario de a bordo, selecciones [PDF]

Ver: Maps and Images: old and new: <http://www.usm.maine.edu/~maps/columbus/>

CONTEXTOS: "Literatura and our Imaginative Heritage ", "Hechos, Ficción y el Nuevo Mundo: El papel de los libros en la construcción de América. Texas Humanities Resource at:

http://www.humanities-interactive.org/a_base_UD.html.

[http://www.humanities-](http://www.humanities-interactive.org/newworld/fact_fict/index.html?collectionVar=LiteratureStop&pageVar=1)

[interactive.org/newworld/fact_fict/index.html?collectionVar=LiteratureStop&pageVar=1](http://www.humanities-interactive.org/newworld/fact_fict/index.html?collectionVar=LiteratureStop&pageVar=1)

Video: "Columbus and the Age of Discovery," Episode # 2

J/12 abril - Temas: Encomienda, evangelización y los derechos humanos

LEER: Fray Bartolomé de las Casas – LH, 27-35.

LEER:—"The Black Legend and Anti-Hispanic Stereotypes." [PDF]

Honors

LEER: Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*.

Video; Columbus and the Age of Discovery, Episode # 5, "The Cross and the Sword"

Semana IV 17-19 abril

M/17 abril

Honors Panel Discussions : Honors Mesa(s) Redonda(s)

sobre Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*

México: "Cosas nunca vistas ni oídas": El encuentro de dos mundos

J/19 abril

LEER: Bernal Díaz del Castillo, *Historia verdadera de la conquista de la Nueva España*; LH, 37-47 y selecciones [PDF]

Temas para discutir: Nuevas identidades fundadoras: Gonzalo Guerrero, Jerónimo de Aguilar, Malintzin (Doña Marina, Malinche).

Power Point: Representaciones visuales de Malintzin

CONTEXTO: Favrot Peterson, "¿Lengua o Diosa? The Early Imaging of Malinche" [PDF].

Semana V 24 y 26 abril.

M/24 abril - Cantos y códices de los Mexica: Los libros pintados.

LEER: Configuración del mundo hispanoamericanos LH 2-12.

Cantos (Poesía) Nahuatl, LH, 14-16 y hoja de selecciones. Cada alumno elige 1 para comentar.

Ver: [Los Códices Mexicanos](#) [PDF], "[Sociedad nahua](#)" [PDF]

Ver: La gran ciudad de Tenochtitlan en el *Códice Mendoza*: Fundación, Tributos, Gentes y vida cotidiana. Ver: Códice Mendoza. http://www.geocities.com/a1ma_mia/codex/

Ver: Codex Mendoza, [imágenes](#) [PDF].

Power Point: Simbología de la flor en cantos nahuas."

CONTEXTOS: Carrasco, "Symbol in Aztec Thought" en *City of Sacrifice*, Web E-book, OSCAR y Closed Reserve, Sullivant Library.

[Nuestros Poetas Aztecas](#) [PDF] – selección de cantos

J/26 abril

Examen Parcial Escrito/Written Midterm.

Identidades andinas: memoria, mestizaje

Semana VI 1 y 3 Mayo

M/1 mayo

LEER: El Inca Garcilaso de la Vega, *Comentarios reales de los Incas*, LH 50-57.

"La ciudad imperial del Cuzco"; "La ciudad contenía la descripción de todo el imperio." [PDF]

.Ver: El Perú mestizo: http://www.humanities-interactive.org/a_base_UD.html

Visuales: Paseo por el Cuzco.

J/3 mayo

Guaman Poma de Ayala y su *La Primer Nueva Corónica y Buen Gobierno*

LEER: Selecciones de Guaman Poma de Ayala *La Primer Nueva Corónica y Buen Gobierno*, el manuscrito original online: <http://www.kb.dk/elib/mss/poma>.

Comentar en clase su propuesta andina y la representación de la vida y gente andinas: incas, coyas, andinos, españoles, mestizos, negros, clérigos, estaciones y fiestas, ciudades. Cada alumno elige una categoría para comentar en clase.

CONTEXTOS: Adorno, "[!cons in Space](#)"; [PDF]; Franklin Pease, "[La percepción andina del otro en la conquista de los Andes.](#)"[PDF].

Semana VII 10 y 12 de mayo

M/10 mayo

SPA 555 non-Honors

Mesa(s) redondas sobre los *Comentarios reales del Inca Garcilaso de la Vega y Nueva corónica y buen gobierno* de Guaman Poma de Ayala.

El Barroco y los espacios de la mujer: Sor Juana Inés de la Cruz

J 12 de mayo

LEER: Sor Juana Inés de la Cruz, LH 59-64.

Comentario sobre *La Respuesta*: ironía y la mujer en México colonial.

Honors

LEER *Arenal y Powell: The Answer/La Respuesta*, 1-37, y Texto completo de 'La Respuesta', 39-105

CONTEXTOS

Ver: <http://www.latin-american.cam.ac.uk/SorJuana/>

Meyers: "Sor Juana's *Respuesta*: Rewriting the *Vitae*" [PDF]. La mujer en México colonial. ,

Glantz: "Las tretas del debil". [PDF] .

Ver: Película : "Yo, la peor de todas". Closed Reserve. Sullivant Library y/o bibliotecas locales.

Semana VIII 15 y 17 de mayo

M/15 mayo

La poesía de Sor Juana: sonetos y villancicos

LEER: "Conceptos del Renacimiento y del Barroco" LH- 7-11 y Poema 92, "Redondillas," 64-67.

Sonetos: 152-154.

Honors:

LEER: Arenal y Powell "Poemas selectos; Introduction: 145-151. Poemas: Poema 92 "Sátira filosófica ("Redondillas) 156-158 y Sonetos.

LEER: Schlauf y Powell: 'Los Villancicos de Sor Juana; y los Villancicos.

HONORS PANEL DISCUSSION/MESA REDONDA sobre la obra Sor Juana.

Siglo XIX: La Búsqueda de la emancipación cultural y el Romanticismo

J/17 mayo

Simón Bolívar y el discurso de la Independencia

LEER: LH –"Búsqueda de la emancipación cultural" 72-80.

LEER: Simón Bolívar: "Carta de Jamaica." Textos en el "Web Site de Simón Bolívar."

http://www.geocities.com/ander_13/sbolivar/simonbolivar.html.

<http://www.geocities.com/Athens/Acropolis/7609/eng/>

Tema: La retórica bolivariana y sus continuidades siglo XXI

Semana IX 22 Y 24 mayo

M/22 mayo La poesía gauchesca y La construcción de íconos nacionales –
LEER: José Hernández, “Martín Fierro”, LH 111-122.

CONTEXTOS: Cantos selectos de Primera y Segunda parte en:
<http://www.coopvgg.com.ar/selva/martinfierra/martinfierra.html>

J 24 mayo Indianismo e Indigenismo
Clorinda Matto de Turner, “Para ellas, Malcoy “(Leyenda india) “LH -123-131.

Film: Martín Chambi and the Heirs of the Incas

Semana X 29 y 31 mayo

M/ 29 mayo

**SPA 555 Panel Discussions/Mesas Redondas
sobre Martín Fierro y/o Clorinda Matto de Turner**

J /31 de Mayo

**Honors
Exposición oral sobre trabajos de investigación**

Entrega de todas las asignaciones escritas pendientes

Evaluación del curso

Semana XI de exámenes/ 4- 7 junio

Lunes/4 junio

**Entrega del Examen Escrito, 5 p.m., Hagerty 298, Dept. of Spanish & Portuguese, casillero
de Profa. Ahern**

**Honors:
Entrega del Trabajo de Investigación. 5 p.m., Hagerty 298, Dept. of Spanish & Portuguese,
casilla de Profa. Ahern.**

COURSE REQUIREMENTS AND EVALUATION

For SPA 555

Panel Discussion Presentation and Written summary = 30%
Mid Term Exam and Quizzes = 30%
Final Written Essay Exam = 20%
Improvement & Participation = 15%

For SPA HE 555 Honors option

Panel Discussion Presentation and Written Summary= 30%
Mid-Term and quizzes = 20%
Research paper = 40%
Improvement & Participation = 10%

REQUIREMENTS FOR SPA 555 CREDIT. Students are responsible for reading all assigned texts from the selection in the required course anthology, *Heinle Voices: Selecciones literarias en español. Literatura Hispanoamericana: Indígena, Colonial y Siglo XIX*, (the custom paperback or in the hardback version of the same Chang-Rodríguez y Filer anthology). Second, in groups of three you will organize and present an in-class panel discussion about one of the Andean or 19th century texts that you choose for presentation to the class, based on some perspective of your analysis of the reading assignment for those topics. This presentation is designed to dovetail with and flesh out topics the class as whole is reading on those texts according to the course calendar and the reading assignments. I will be available to meet with your group for consultation on your panel topics and presentations. In addition, students enrolled for SPA 555 credit will write a summary of their panel presentation points, a midterm examination and a written final examination. All in Spanish.

THE EMBEDDED HONORS COMPONENT FOR HE SPA 555 Credit.

The embedded Honors version of Spanish 555 contains three elements that distinguish it from the non-Honors version. First, Honors students will be responsible for reading one extra full-length text, either the Las Casas or the Sor Juana editions, so that the pace of your reading will be slightly accelerated. Second, in groups of 2 or 3 you will organize an in-class panel discussion about the text chosen for presentation to the class, based on perspectives of your analysis of the extra reading of your choice or chance. This presentation is designed to dovetail with and flesh out topics the class as whole will be reading in the course anthology. Third, Honors students will pursue a research project that will result in a final paper that will focus on a literary work or a cultural problem, which may or may not be a topic pertaining to the extra-full length text they have read or to their panel presentation topic. Decisions about the additional reading, the panel discussion and the research project should be made early in the quarter in consultation with the professor. Times for group and individual meetings will be up announced via Carmen and in class. In addition to the panel discussion, Honors students will write a written summary of their panel presentation points a midterm examination substantial research paper (a minimum of 12-15 pages, double spaced, size 12 font, in Spanish) to be carefully organized and typewritten. More specific instructions for the research paper will be sent via Carmen and distributed in class. Each Honors student will make a short oral presentation of their research project during the last week of the course. In Spanish.

Attendance is compulsory for all students at the On-Line Research Workshop. Introduction to On-line Research Resources for Latin American Literatures and Cultures. Introducción a Recursos de Investigación On Line/. Dr. Edward Reidinger, Latin American Specialist Librarian

Regarding Carmen and E-mail. The course will be on Carmen as of Week 2. I will communicate with you regularly via E-mail, and I plan to use your OSU E-mail address. You are responsible for checking your OSU E-mail account regularly throughout the quarter.

ACTIVE PARTICIPATION in the class sessions and attentive reading of all the required texts and other assigned materials before each class session are absolutely required. **This is a discussion based class.** Your consistent participation is a key component of our learning environment, thus you are expected to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Be aware that this course will require extensive weekly reading and discussion beyond merely attending class and taking notes.

ATTENDANCE For the above reasons, punctual regular attendance is required for successful progress in this course. More than two unexcused absences will definitely jeopardize your final grade, and may result in the loss of an entire grade point. Acceptable grounds for excused absences are strictly limited to: a) pre-arranged, university sponsored activities; b) your own illness; c) death or grave illness in your immediate family; d) jury duty or required legal appearances. All instances require written validation. Request excuse by phone or e-mail before class. No make-up will be allowed without a medical/legal written excuse.

TARDINESS: Plan to attend punctually. Late arrivals are disruptive to class sessions and discourteous to your classmates and your instructor. Late work will be accepted past the due date but points will be deducted for each day that it is overdue. Exceptions will be made only in the case of serious documented excuses. Work will not be accepted after the last day of classes

GRADING is on the basis of quality, improvement, participation and attendance. **No "Incompletes"** except for documented legal or medical emergencies

QUIZZES: You can expect unannounced quizzes on each unit of required readings, videos or any materials discussed at any point in the course. **No makeups on quizzes missed.**

MIDTERM AND FINAL EXAMS, consist of written i.d, maps, and essay questions. **No makeups** unless medical or legal certification.

More about the In-Class Panel Discussions - Each student will participate in a group of 3 students that organizes and presents a panel discussion about one of the major texts that we will be reading. Honors students will participate in panels on the Las Casas or the Sor Juana extra full-length texts. Non-honors students will participate in a panel on either one of the Andean or the 19th century texts. I will schedule group and individual meetings to discuss focus on topics, sources and organizational issues. All other students will participate with questions, since they will have read excerpts from the same works in the course anthology or in PDF files. The panels will present several perspectives on the texts they have read. For example, an Honors panel on one of the Las Casas panels might be organized in the following way: Student A) Las Casas' major arguments; Student B) the major literary features of the text as strategies for exposition and persuasion e.g. allegory, enumeration, hyperbole, oppositions; etc.; Student C) relationship of de Bry's illustrations to the Black legend and Hispanic stereotypes. A panel by a second group of H students on the same text might focus on the A) Las Casas' Utopian ideas and experiments, B) the representation of indigenous peoples by Las Casas as contrasted to the visual representations by De Bry, C) the legacy of Las Casas in terms of modern Latin American issues of genocide and trauma or the foundations of international law proposed by Las Casas. The panel expositions will be followed by a wider discussion as each panel

member formulates a question to pose to the class as a whole and the student audience poses their questions. All students will have read an excerpt of Las Casas writings in their course anthology and will be required to bring a question for the panel. Prior to the panel date, the professor will meet separately with each panel to provide orientation, sources and organization. A panel on the Sor Juana texts or an Andean or 19th century topic will follow the same organizational model. The panel discussion is designed to develop your active participation in the presentation and analysis of the texts - rather than by lecture or questions by only the professor. The objective is to promote and strengthen your skills in close reading; synthesis and organization of ideas, effective speaking in Spanish and understanding of the relationships of colonial texts to contemporary literary and cultural issues. Base your arguments on textual or visual evidence and be sure to include it and cite it in your summary. You can incorporate readings of critical and contextual materials for research beyond the collective reading assignments. In general, the more specific and focused the topic, the better. For most units the suggested topics on the "Orientación lectiva y temario" sheets that I distribute for each unit provide many appropriate topics. Each panel member will submit a written summary of their presentation points for submission within 5 working days of the panel presentation. More details regarding the preparation and organization of the panels and the summary will be distributed via Carmen and in class.

WRITTEN SUMMARIES OF YOUR PRESENTATION POINTS. These are thoughtful summaries of the points you presented for the panel discussion that first and foremost express textual and/or cultural analysis, as well as your own ideas and reactions for the topic that you chose for the text(s) presented. Summaries must be written in Spanish, typed or word-processed DOUBLE SPACED, WITH A WIDE 1 " LEFT-HAND MARGIN for ease of reading and revision, using a normal 12 point font. Length is 4-5 pages minimum. Format is *MLA Handbook for Writers of Research Papers*, 6th ed. (online at MLA and at SBX and most bookstores) with foot or endnotes and a page for works cited for all references, including digital or electronic media sources. Papers are due within 5 working days of the panel presentation or else the day indicated by the professor. Points will be deducted for late submissions. One written summary is required. Additional ones may be counted as extra credit or can replace a summary that received a lower grade.

NOTA BENE: REGARDING USE OF ANY INTERNET, WWW, VIDEO, FILM OR PRINT MATERIALS

The sources for all material, images or information obtained through the Internet or via any kind of print or video form must be correctly attributed. Any information of any kind that is not your own original idea must be correctly cited as indicated in the MLA format to be distributed in class. Any material that is not your own which remains uncited will be subject to the university guidelines concerning plagiarism and academic misconduct.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site..

<http://www.turnitin.com/static/home.html?session-id=0ffb95e51f5b467f9013049eb1a1fe56>

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307. Notify me the first day of class if you have a disability.

ACADEMIC CONDUCT - University guidelines for academic conduct apply to all aspects of this course.

In the unlikely event of **class cancellation** due to emergency, I will contact you via e-mail and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

STUDY TIPS:

-Do each week's reading before that week's classes. Go over your notes after each class. Cross-reference your notes with the reading assignments. Use your syllabus as a table of contents for your notes.

-Find your own study partner or group from among your classmates.

-Visit our department Writing Center in Hagerty Hall if problems with written expression.

Acquire a good Spanish/Spanish dictionary such as *Vox* or *Larousse* from Latin American Book Sources, Inc. at www.latambooks.com on the Web (type in *Vox* or *Larousse* in the search box) and keep a list of new vocabulary for each reading selection, as 16th –18th century colonial Spanish will challenge your lexicon. Get the Spanish dictionary not a bilingual one.

-Above all, keep up with the reading. There is an extensive amount of information in this course; you can't hope to master it by cramming at the last minute.

-If there is a gap in your notes or a concept you have missed, get notes from a classmate and handouts from the instructor or come to see me during office hours.

-Keep in touch with me during office hours, via email or phone if you are experiencing difficulties with any aspect of the course.

Use the On-Line Research Data Bases presented in the On-line Research workshop at

- http://library.osu.edu/sites/latinamerica/latweb1_res_1.3fulltext.htm

to check what research exists on your topic. Check out topics, regions and historical figures on the Web, especially the cultural sections of Mexican, Peruvian, Argentine and Argentine newspapers found at the Lanic site. **Be aware, however, that not all Web pages are free of historical inaccuracies or cultural bias of various kinds. Many are very superficial. Be very cautious about using the Web for serious research without solid back-up from the original or scholarly sources. Wikipedia is not an appropriate source for any aspect of this course.**

!Bienvenidos a SPA 555/SPA HE 555!

Call#18982-9, Hagerty Hall, Rm. 251

T/TR 3:30-5:18 p.m.

SPA H565/Otono/2006

Hagerty Hall, 262.

Tels. 292-4624/ 4958

Office Hours T/TR/5:20-5:45 en H251; TR 11:30-12 y miercoles o viernes por cita (2-4958)

Profa. Maureen Ahern

ahern.1@osu.edu

*Voces y culturas indígenas de Hispanoamérica:
Pasado y Presente*

Image centered

Indigenous societies and their expressions are the components that distinguish Latin American culture from the traditional Western canon. The primary objectives of this course are to introduce the Spanish Honors student to the study of the continuities and transformations that link the pre-Hispanic and colonial indigenous texts with contemporary cultural expression, and to a critical understanding of this rich cultural heritage not as a not as a "static" corpus pertinent to a single historical period, but rather as a dynamic continuum that continues to generate vibrant cultural expression and change in present-day Latin America. For Autumn quarter 2006 this course will focus the constructions of identity, testimony and auto-representation in 3 major geo-cultural areas, Mesoamerica (Maya-Quiché); Central Mexico (Nahua) and the Andes (Quechua-Aymara) and how they reflect the uses of the past and diverse cultural memories. A major objective is the exploration of topics for future development as honors thesis.

Prerequisite: SPAH450 or SPA 450. Non Honors students GPA 3.3 or above. The course is conducted in Spanish although some critical readings may be in English. This is a discussion based course that includes extensive readings of the primary texts, oral presentations, written essays, quizzes and a late term examination.

Lecturas Primarias Colectivas (Comprar en www.latambook.com y SBX

Popol Vuh: The Definitive Edition of the Mayan Book of the Dawn of Life. Trans. & Intro. by Dennis Tedlock. Simon & Schuster: Rev.ed., 1996 (en español, *Popol Vuh. Las Antiguas historias del Quiché.* Trad. Intro y notas por Adrián Recinos. Fondo de Cultura Económica, 2003)

Florescano, Enrique. *Memoria mexicana.* Fondo de Cultura Económica. 3ª ed. 2004. Burgos, Elizabeth. *Me llamo Rigoberto Menchú y así me nació la conciencia.* Siglo XXI editores, 2003. [PDF] y CR

León-Portilla, Miguel. *Nuestros poetas aztecas: una introducción a la poesía de los antiguos mexicanos.* Editorial Diana, 2003.

The Codex Mendoza. Edited by Frances Berdan and Patricia Rieff Anawalt. U. of California Press, 1992. [imágenes en pdf]

León-Portilla, Miguel, ed. *Visión de los vencidos. Relaciones indígenas de la conquista.* Universidad Nacional Autónoma de México. 2005.

Felipe Guaman Poma de Ayala. *La Primer Nueva Corónica y Buen Gobierno.* Rolena Adorno y John Murra, eds. Siglo XXI .digitalizada a partir del ms. original de la Biblioteca Real de Dinamara en <http://www.kb.dk/elib/mss/poma/>

o edición de Franklin Pease, Fondo de Cultura Económica. = CR.

Cáceres Romero, Adolfo. *Poesía Quechua del Tawantinsuyo.* Ediciones del sol, 2000.

Valderrama Fernández, Ricardo y Carmen Escalante Gutiérrez. *Gregorio Condori Mamani: Autobiografía.* Centro de Estudios Rurales Andinos Bartolomé de Las Casas. 2da ed. 1979. [PDF] y CR.

Lecturas de Fuentes Secundarias y Contextos

Web Page de H565 y enlaces y Closed Reserve Sullivant Library.

Zevallos-Aguilar, Ulises. "From Representation to Self-representation: Life Stories, Testimonios, and Auto-ethnographies in Spanish America". *Interletras. Revista Transdisciplinar de Letras, Educação e Cultura da UNIGRAM-MS Dourados MS V.2 N.3 (2005) jul./dez* [on line].

Beverley, John. *Testimonio: On the Politics of Truth.* U. Minnesota Press, 2004.

Arias, Arturo. Ed. *The Rigoberto Menchú Controversy.* U. Minnesota Press, 2001. CR

Montejo, Victor. *Maya Intellectual Renaissance: Identity, Representation and Leadership.* U Texas Press, 2005. CR

Nance, Kimberly. Can literature promote justice? :trauma narrative and social action in Latin American testimonio. Vanderbilt Up Press, 2006. CR

Documentación: Garibaldi, Joseph & Walter S. Achtert. *MLA Handbook for Writers of Research Papers.* 6th ed., 2004.

Un buen diccionario de la lengua española, por ejemplo, Vox or Larousse.

Requisitos de Aprobación y Evaluación

1 Presentación oral	10%
3 Ensayos escritos	60%
Examen Escrito y quizzes	20%
Participación, Asistencia y Mejora	10%

CALENDARIO DE LECTURAS Y TEMAS
(Sujeto a ajustes menores al sílabo y al calendario
CR = Closed Reserve, Sullivant Library)

Mesoamérica: Cultura Maya-Quiche: La palabra antigua

Introducción

Jueves 21 de setiembre -Orientación al curso. Video "The Maya: Temples, Tombs and Time" o "Lost Kingdoms of the Mayas o Ver: "Codices mayas", "Los enigmáticos códices",
<http://www.mayadiscovery.com/es/historia/codices.htm>

Ver: "Códices mayas:

<http://pages.prodigy.com/GBonline/awmayac.html>

Semana 1

Martes 26 de setiembre

Leer y Comentar: Zevallos-Aguilar: "From Representaction to Self-representation: Life Stories, Testimonios, and Auto-ethnographies in Spanish America."

<http://www.interletras.com.br/dossie/representation.html>

Popol Vuh. - Mito, tiempo y creación Quiche; Oralidad, traducción, performance y escritura..

Leer: Preface y Part 1 (Tedlock) 1-74.

Leer: *Memoria Mexicana*, Cap. 1, "Las cosmogonías mesoamericanas y la creación del espacio, tiempo y la memoria", 13-65.

Comentar: "**Popol Vuh: Texto bilingüe**" [PDF] y el Cuestionario

Leer: de la Garza, "La visión maya de los orígenes."

<http://www.mexicodesconocido.com.mx/espanol/hisotoria/prehispanica/detalle.cfm?idcat=1>

Jueves 28 de setiembre

Popol Vuh. Modos de Saber y Contar. Oralidad y performance. Tiempos míticos e históricos.

Leer: Tedlock o Recinos: Parts 2, 3, 4, 5, 77-198. Cuestionario en grupos.

Memoria mexicana – Continuar Cap. 1, 'Del relato mítico al registro histórico', 66-99.

Para más contexto: Schele & Friedel, "Sacred Space, Holy Time and the Maya World" [PDF]

y/o de la Garza, "Jugando el juego de los astros"

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=1&idpag=1864>.

Semana 2

Martes 3 de octubre

Popol Vuh: Modos de Narrar: Visual y escrito.

Ver: Video: "Popol Vuh" Patricia Amlin .

Comentario en clase del cuestionario: Narrando lo oral, lo visual y lo escrito .

Para más contexto: **Schele & Friedel: "The Mayan Ball Game" [PDF]**

Jueves 5 de octubre – Temas pendientes.

Temas pendientes y presentaciones orales sobre *Popol Vuh* .

Avanzar lecturas de *Me llamo Rigoberto Menchú*

Guatemala Siglos XX -XXI: Testimonio y Memoria

Semana 3

Martes 10 – Testimonio y Trauma: voces individuales, colectivas y representadas.

Burgos, *Me llamo Rigoberto Menchú y así me nació la conciencia [PDF]* y CR.

"Rigoberto Menchú: Cassandra and Crusader" : Entrevista , DVD

Leer: Introducción y los capítulos selectos **[PDF]** y CR]

Leer: Menchú. Conferencia Premio Nobel de la Paz, 1992.

http://nobelprize.org/nobel_prizes/peace/laureates/1992/tum-lecture-sp.html

Comentar en clase: ¿Qué es el testimonio? ¿El testimonio indígena? ¿Quién representa a quién? ¿De que se trata la crisis de la representación indígena? La narrativa de trauma y justicia social en América :Latina.

Marco teórico: Beverley, Selecciones de *Testimonio: the Politics of Truth* = CR

Marcus & Fisher, selecciones de *Anthropology as cultural critique* = CR

Para más contexto: Nance, *Can literatura promote justice? Trauma narrative and social action in Latin America*. CR

Jueves 12 - The Rigoberta Menchú Controversy y Memoria del Silencio

Comentar: ¿De qué se trata la controversia? ¿La(s) "verdad(es)" de quién(es)?

Lecturas selectas de Arias, *The Rigoberta Menchú Controversy*, (Arias, Menchú, Taracena, Stoll, Ferman, Beverly , Morales, Montejo) = CR

y Montejo, "Truth, Human Rights and Representation: The Case of Rigoberta Menchú" in *Maya Renaissance: Identity, Representation and Leadership*. = CR:

Discutir en clase: Escribir Trauma; Narrar Genocidio.

Guatemala: *Memoria del Silencio*, Informe de la Comisión para el Esclarecimiento Histórico (CEH, Guatemala, 1999 = CR y

<http://edualter.org/material/Guatemala/segnovmemoria.htm>

Nunca Mas: El Informe REMHI: Versión resumida

<http://www.odhag.org.gt/INFREMH/defaul.htm>

Guatemala 2006, NPR Report: "Guatemala Police Archive Yields Clues" [PDF] y CR.

Semana 4

Martes 17 de octubre

Temas pendientes

Presentaciones orales sobre *Popol Vuh*, Menchú, Guatemala, testimonios

ENTREGAR PRIMER ENSAYO ESCRITO

Jueves 19 de octubre - Mito e historia de la Cultura Nahuua

Leer: *Memoria mexicana*, caps. II, concepción Nahuua del tiempo y el espacio; III, Representación y usos del pasado, 100-176; IV, Mito e historia, 177-255 M

Leer: *Visión de los vencidos*: Apéndice: Evolución cultural de Mexico antiguo, pp. 191-220

Ver: Solís y Gallegos: "El camino a Atzlan"

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=9&idpag=1244>..

Nahuua Culture (Mexica or Aztec) <http://www.ancientscripts.com/aztec.html>

"Coatlicue "

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=9&idpag=1416>

Matos Monteczuma, "El mito del regreso de Quetzalcoatl"

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=9&idpag=3518>

"Huitzilopochtli"

<http://www.mexicodesconocido.com.mx/espanol/historia/prehispanica/detalle.cfm?idcat=1&idsec=1&idsub=9&idpag=1295> itz

Voces y visiones nahuas: Cantos y Testimonios

Semana 5

Martes 24 de octubre

Tenochtitlan/Mexico - Ciudades Antiguas: Cantos y Vida Cotidiana

Leer y comentar: *Nuestros Poetas Aztecas* – selección de cantos. Cada alumno elige 3 para comentar escrito.

Ver: **Códices Mexicanos** [PDF] :

Tenochtitlan en el Códice Mendoza : Fundación, Tributos, Gentes y vida cotidiana.

Ver: Codex Mendoza - http://www.geocities.com/a1ma_mia/codex/ y

Codex Mendoza, imágenes [PDF] .

Warfare: <http://www.azteca.net/aztec/nahuatl/warfare.htm>.

Nahuatl Books and Writing - <http://www.azteca.net/aztec/nahuatl/writing.html>

Para más contexto: "Sociedad nahuua" [PDF] Carrasco, "Symbol in Aztec Thought" en *City of Sacrifice*, Web E-book, OSCAR. *Huehuetlaltolli* [PDF] Selecciones.

Jueves 26 de octubre – Testimonios de “victores” y “vencidos”

Leer: *Visión de los Vencidos* 1-158.

“Diálogo con los Doce” [PDF]

Comentar en grupos: Cuestionario

Testimonios visuales: *Lienzo de Tlaxcala* y *El Códice Florentino*, Ver: *Sahagún (Book 12/Conquista* [PDF].

Representaciones de Malinztzin (PP Ahern).

Para más contexto: Favrot Peterson, “Lengua o Diosa? The Early Imaging of Malinche”, [PDF]

Semana 6

Martes, 31 de octubre – Poesía contemporánea indígena –de México

Selección de poemas de Montemayor y Frischhmann, *Words of the True Peoples/Palabras de los Seres Veraderos, 200* – = CR y [PDF]

[Victor de la Cruz – Zapoteco, Natalio Hernández, Nahuatl; Serafín Thaayrohyadi Bermúdez; Ñahñu, Beatriz Cuevas Cob, Mayan].

Leer: Montemayor, “La poesía en lenguas indígenas de México” o

Frischmann, “Espíritu-Materia-Palabra: Poesía indígena contemporánea de México”=CR

Comentar “Dia de los muertos en Mexico – Las ofrendas

Jueves 2 de noviembre –

Presentaciones orales sobre México antiguo y actual

ENTREGAR ENSAYO # 2 SOBRE MEXICO ANTIGUO Y CONTEMPORANEO.

Mundos Andinos

Semana 7

Martes 7 de noviembre - Guaman Poma de Ayala y su La Primer Nueva Corónica y Buen Gobierno

Leer: Selecciones de Guaman Poma de Ayala, *La Primer Nueva Corónica y Buen Gobierno*, selecciones en CR y el manuscrito online en

<http://www.kb.dk/elib/mss/poma>. Ver bibliografía selecta bajo “Enlaces”,

Comentar: Su propuesta andina: Gentes: Incas, Coyas, Andinos, Españoles, Mestizos, Negros, Clérigos, Estaciones y Fiestas, Ciudades. La Representación de la muerte de Atahualpa en Guaman Poma.

Leer: “Memoria cultural y actualidad. Dialógo con Rolena Adorno y Enrique Cortez”.

<http://www.andes.missouri.edu/Andes/cronicas/EC-Adorno.html>

Para más contexto: Adorno, “Icons in Space”; [PDF] ; Franklin Pease, “La percepción andina del otro en la conquista de los Andes.”[PDF].

Rodrigo Montoya Rojas, “Historia, memoria y olvido en los Andes Quechuas”,

http://www.andes.missouri.edu/andes/Especiales/rmmemoria/rm_memorial1.html

Jueves 9 de noviembre

Ortiz Rescaniere, *De Adánveva a Inkarrí (una visión indígena del Perú)* Selección [PDF] y CD

Leer y Comentar: *Poesía Quechua del Tihuantinsuyo*.

Cada alumno elige 3 poemas para comentar

Semana 8

*Runakuna – Vidas Andinas –
Autobiografía y Autorepresentación indígena*

Martes 14 de noviembre – Gregorio Condori Mamani – Autobiografía

Leer y comentar: Prefacio, Nota Preliminar y 1-94

Jueves 16 de noviembre -Asunta Quispe Huamán - Autobiografía: La mujer andina-

Leer y comentar: 95-127

Texto alternativo: *Manuela Ari: an Aymara woman's testimony of her life / edition prepared by Lucy T. Briggs.* = CR

RECOGER EXAMEN ESCRITO “TAKE HOME”

Semana 9

Martes, 21 de noviembre – Testimonio Visual del Cuzco: Siglo XX

ENTREGAR EXAMEN ESCRITO

Film: “Martin Chambi and the Heirs of the Incas.”

Comentario colectivo en clase:

Para más contexto:

Música andina: Selecciones de Arguedas y de Rowe, sobre el charango, el huayno y danzas y festivales andinos. (por indicar)

Ver: Peru Mestizo : http://www.humanities-interactive.org/a_base_UD.html

Jueves 23 de noviembre – feriado – Día de Acción de Gracias

Semana 10

Martes 28 de noviembre

Temas pendientes y Presentaciones sobre temas andinos

Jueves 30 de noviembre

Temas pendientes y Presentaciones sobre temas andinos

ENTREGAR ENSAYO SOBRE TEMAS ANDINOS

Evaluación del curso

COURSE REQUIREMENTS (read carefully)

ACTIVE PARTICIPATION in the class sessions and attentive reading of all the required texts and other assigned materials before each class session are absolutely required. This is a **discussion based** class. Your consistent participation is a key component of our learning environment, thus you are expected to come to class ready to discuss the readings, to articulate questions about what you did not understand, and to help your classmates understand something you did understand. Be aware that H565 is one of the new 'rigorous' honors courses that and as such requires extensive weekly reading, discussion and research beyond merely attending class and taking notes.

ATTENDANCE is required, but it is not sufficient. Punctual regular attendance is required for successful progress in this course. More than two unexcused absences will definitely jeopardize your final grade, and may result in the loss of an entire grade point or more. Acceptable grounds for excused absences are strictly limited to: a) pre-arranged, university sponsored activities; b) your own illness; c) death or grave illness in your immediate family; d) jury duty or required legal appearances. All instances require written validation. Request excuse by phone or e-mail before class. No make-up will be allowed without a medical/legal written excuse.

TARDINESS: Plan to attend punctually. Late arrivals are disruptive to class sessions and discourteous to your classmates and your instructor. Late work will be accepted past the due date but 5 points will be deducted for each class session that it is overdue. Exceptions will be made only in the case of serious documented excuses. Work will not be accepted after the last day of class.

GRADING is on the basis of quality, improvement, participation and attendance. No "Incompletes" except for documented legal or medical emergencies

QUIZZES: You can expect unannounced quizzes on each unit of required readings, videos or any materials discussed at any point in the course. **No makeups on quizzes missed.**

ORAL PRESENTATION: 10 -15 minutes of oral presentation of analysis on the topic of one of the assigned collective primary readings or on one of the articles or books on reserve or application of a concept about testimony or representation to a text we have read. It should be accompanied by a handout that outlines your major points and includes key citations, references and images. You are encouraged to present visual as well as verbal elements to illustrate your points and stimulate discussion. Close with a question about your topic. **The oral version can become the nucleus for one or part of a written essay on the same or a similar topic.** If you wish to use PowerPoint, you need to be sure your formats are compatible with the setup in our classroom and check before hand that it will work. Always prepare materials for a back-up in case technology fails. Oral presentations must fall within the calendar days scheduled for the unit on the topic. You need to sign up for a date on the schedule that will be circulated and define your topic as early as possible. See the bibliography of secondary sources and the items under "Para más contexto" in this syllabus as well as the suggested topics on the sheets on "Orientación lectiva y temario" distributed for most units. For the topic of the oral presentation you need to consult me by e-mail or phone before you begin preparation. In case of changes of date or topic, I must be notified by phone or email before the day scheduled in order to plan class time equitably and productively It is not acceptable to present a descriptive summary of events, the author's life or repeat introductory information from the readings or 'paste in' material from Internet sites without citing the source.

“Buen comienzo, mitad hecho.”

WRITTEN ESSAYS IN SPANISH (6-10 pages). These are thoughtful essays of the reaction paper type that first and foremost express your own ideas and reactions as well as textual and/or cultural analysis, the first one on the Maya-Quiche-Guatemala topics; the second on Ancient and Modern Mexican topics; the third and final essay on an Andean topic and based on the primary assigned texts or alternatives that I have approved. You are encouraged to choose topics and texts that reflect your own interests, or issues raised by your readings or during class discussions or among those suggested by the professor in consultation by e-mail or phone. I'm happy to help you develop a specific focus or a topic through consultation during my office hours, or by email or by phone. It's advisable to consult me as far in advance as possible. You should incorporate readings of critical and contextual materials for research beyond the collective reading assignments. Base your arguments on textual or visual evidence and be sure to include it and cite it in your paper.

Each essay should aim to relate at least 1 early text or issue with one later or contemporary one, for example: How do the wealth of references to *Popol Vuh* function in the Rigoberta Menchú representation? How do the written and visual auto-representations of Guaman Poma compare with those of Gregorio Condori Mamani, or how does Asunta Quispi Huaman 's auto-ethnography differ or coincide with that of the Aymara woman, Manuela Ari? How do they contrast with the visual depictions of women by Guaman Poma? What gender and cultural factors come into play? How do any of the texts you have read affirm or contradict Beverley's definitions of testimony or 'political truth' or Nance's concept of trauma narrative? Our focus on testimony, representation and auto representation offers you many ways to frame your discussion. Be sure to include conclusions and bibliography of works cited or utilized. For most texts the suggested topics on the sheets on the "Orientación lectiva y temario" sheets that I distribute provide many avenues to explore. The items in "Para más contexto" also offer other perspectives or alternative texts.

Papers must be typed or word-processed DOUBLE SPACED, WITH A 1 inch LEFT HAND MARGIN for ease of reading and revision, using a normal 12 point font. Please do not use abnormally large or small fonts or margins. Format is *MLA Handbook for Writers of Research Papers, 6a ed* (at SBX and most all bookstores, and on a shortcut sheet that I distribute in class) with foot or endnotes and a page for works cited for all references, including digital or electronic media sources. Papers are due the day indicated on the course calendar, unless I modify the dates through announcement in class or by e-mail. Points will be deducted for late submissions. **You should consult with me in advance** –e-mail is fine - regarding your choice of topics. You should start your project by writing a short abstract or statement of your issues or problem in one or two paragraphs with the basic tentative bibliography of primary and secondary sources which are usually the class readings. You can use it to discuss your topic with me or get feedback from me about it before you start writing.

NOTA BENE: REGARDING USE OF ANY INTERNET, WWW, VIDEO, FILM OR PRINT MATERIALS

The sources for all material, images or information obtained through WWW or in any kind of print or video form must be correctly attributed. Any information of any kind that is not your own original idea must be correctly cited as indicated in the MLA format to be distributed in class. Any material that is not your own which remains uncited will be subject to the university guidelines concerning plagiarism and academic misconduct.

Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the

inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Turnitin.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Disabilities

Please let me know immediately if you have any special needs due to disability issues. The **Office for Disability Services**, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307/

Study Tips Do each week's reading before that week's classes. Go over your notes after each class. Cross-reference your notes with the reading assignments. Use your syllabus as a table of contents for your notes. Find classmates to form a study/discussion group.

Acquire a good Spanish/Spanish dictionary such as *Vox or Larousse* from Latin American Book Sources, Inc. at www.latambooks.com on the Web (type in Vox or Larousse in the search box) and keep a list of new vocabulary for each reading selection, as 16th –18th century colonial Spanish will challenge your lexicon. Get the Spanish dictionary not a bilingual one.

Above all, keep up with the reading. There is an extensive amount of information in this course; you can't hope to master it by cramming at the last minute or talk intelligently about it in class if you haven't read it. If there is a gap in your notes or a concept you have missed due to absence, get notes from a classmate and handouts from the instructor or come to see me during office hours.

ACADEMIC CONDUCT - The university guidelines for academic conduct apply to all aspects of this course.

¡Bienvenidos a H565!

SPAN 650
Winter 2005
MW 1:30 – 3:18
CC0254

Ulises J. Zevallos-Aguilar
275 Hagerty Hall 688-3497
zevallos-aguilar.1@osu.edu
Office hours: 12:15-1:15 M and W

Literaturas y Culturas Indígenas bajo globalización.

SUMILLA:

En este curso se estudiará el impacto de la globalización en las culturas y las vidas de los pueblos indígenas. Así se investigarán a etnias amazónicas que defienden su medio ambiente; la práctica de cultos locales, comida, literatura (testimonio, autobiografía, teatro) y música de migrantes andinos y mesoamericanos en los EEUU. También serán materia de investigación el uso de nueva tecnología de comunicación (Internet, impresión y grabación digital, teléfonos celulares) por diversos grupos étnicos latinoamericanos.

EVALUACION:

Exámenes (mid-term and final)	20% (sobre artículos y lecturas obligatorias).
Participación activa en clase	30%
Presentaciones breves	30% (1 sobre artículo+ 1 sobre el trabajo final)
Trabajo final.	20% (mínimo 8 páginas)

TEXTOS:

- Gregorio Condori Mamani. *Autobiografía* (GCM).
- Rigoberta Menchú . *La nieta de los mayas* (RNM).
- *Indigenous Movements, Self-Representation, and the State in Latin America*. Edited by Kay B. Warren and Jean E. Jackson (IMSR).
- *Andean entrepreneurs: Otavalo merchants and musicians in the global arena* / by Lynn A. Meisch (AE).
- *Contemporary Theatre in Mayan Mexico*. Tamara L. Underiner (CTMM).
- *Weaving a Future: Tourism, Cloth, and Culture on an Andean Island*. Elayne Zorn. Iowa City; The University of Iowa Press, 2004 (lectura opcional)

CALENDARIO

1.- Lunes 3
Introducción. Film: Transnational Fiesta.

2. Miércoles 5
Presentación 1 IMSR: 1-37 pp.
Toda la clase. GCM 1-16.

ANDES (Quechuas)

3. Lunes 10
Presentación 2 AE: 1-38.
Toda la clase: GCM 17-36.

4. Miércoles 12
Presentación 3 AE: 39-80.
Toda la clase: GCM 37-57.

5. Lunes 17
UNIVERSITY HOLIDAY. No hay clases.

6. Miércoles 19
Presentación 4 AE: 81-116.
Toda la clase: GCM 58-72.

7. Lunes 24
Presentación 5 AE: 117-153.

- Toda la clase: GCM 73-88.
 8. Miércoles 26
 Presentación 6 AE: 154-199.
 Toda la clase: GCM 89-102
 9. Lunes 31
 Presentación 7 AE: 200-267.
 Toda la clase: GCM 103-127.

MESOAMERICA (Mayas)

10. Miércoles 2
 Presentación 8 CTMM: 1-44.
 Toda la clase RNM 29-59.
RECOGER MIDTERM EXAM TAKE HOME
 11. Lunes 7
 Presentación 9 CTMM: 45-77.
 Toda la clase RNM 61-91.
 12. Miércoles 9
 Presentación 10 CTMM: 78-130.
 Toda la clase. RNM 93-108.
 13. Lunes 14
 Presentación 11 “Rigoberta Menchú After the Nobel” Marc Zimmerman. **On Reserve**
 Toda la clase RNM 109-141.
 14. Miércoles 16
 Presentación 12 IMSR 123-148.
 Toda la clase RNM 143-191.
 15. Lunes 21
 Presentación 13 IMSR 149-180.
 Toda la clase RNM 193-229.

BRASIL (Kayapó)

16. Miércoles 23
 Presentación 14 IMSR 121-228.
 Toda la clase RNM 231-270.
 17. Lunes 28
 Presentación 15 IMSR 229-250.
 Toda la clase RNM 271-296.
 18. Miércoles 2
 Presentación 16 IMSR 251-279.
 Toda la clase RNM 297-338.
 19. Lunes 7
 Presentación 17 “El culto del señor de los milagros y el señor de Qoylluriti”. **On Reserve**
 Presentaciones de trabajo final.
 20. Miércoles 9
 Presentación 18 “The New Environmentalist Movement of Latin American Indigenous People”.
 Stefano Varese. **On Reserve.**
 Presentaciones de trabajo final.
RECOGER FINAL TAKE HOME EXAM