

The Ohio State University
Art Education 467: Powwow: Cultural and Arts Exploration

Christine Ballengee Morris, Associate Professor, American Indian Studies Coordinator
351B Hopkins Hall
morris.390@osu.edu
292-1230

New Course Proposal:

Art Education 467 is a writing course that introduces students to the ways in which powwows, historical and contemporary, shape indigenous identity, as well as non-Native understandings of American Indians through the arts. The course explores history, policy, semiotics, and ethnic differences through ethnographic research practices and service learning.

Course Rationale:

With the development of Ethnic Studies, American Indian Studies and Newark Earthworks Research Center at OSU-Newark, courses that explore Native histories and contemporary issues are in demand. The Art Education Department has responded developing courses and a program that focuses on American Indians. This course is designed to serve the GEC third level writing and social diversity components and the American Indian Studies Minor (in review process).

The significance of art education in today's contemporary Native and non-Native communities is strongly connected to several sovereignty initiatives: powwows, operation of casinos, self-determined museums, art collections, and the National Museum of American Indians. Some Native Americans view powwows as their highest art form (Dufrene, 1990). It is also the tribal event most frequently credited with preserving Indian culture (Stuhr, 1996). It is an informal classroom for Indigenous and non-Natives alike. The Master of Ceremony and arena directors are two of the teachers that are easily identifiable. Elders and experienced people are also pedagogical leaders. This course explores powwows through the art forms, identity development, political activism, and as educational spaces through readings, guest speakers, and service-learning, ethnography projects.

Course Description:

This is an inter-disciplinary course in which contemporary powwow culture(s) including history, the humanities, social sciences, and Native perspectives will be critically examined. The history and prehistory of the Western Hemisphere have shaped Native cultures. The influences of ethnocentrism, federal policy, resistance and activism, Native identity issues, Native cultural resurgence and cultural sovereignty on powwows will be explored. We will investigate dance, regalia, song, drum, arts, and art education. We will analyze different aspects of contemporary powwow culture through films, guest lectures, scholarly and literary articles, firsthand experiences, and class discussions.

Student Learning Outcomes: GEC Third Writing and Social Diversity Course**Meets Social Diversity Objectives**

1. Engage in informed Native criticism built upon the understanding of a powwow's unique attributes and its social, historical context in respects to issue of race, ethnicity, gender, and class. This fosters an understanding of American Institutions and the pluralistic nature of American society.
2. Explain, appreciate, and value the ways in which myriad viewpoints, choices, and social situations constitute pluralistic cultures by recognizing the important role that history and visual culture play in shaping individual's and groups' values of tolerance and equality. This promotes an appreciation of the significance of diversity in our society and the importance of the values of tolerance and equality.
3. Explore and problematize government and societies historical roles and policies in shaping Native identities within a broader social and scholarly context. This promotes critical examination of issues of race, gender, class, and ethnicity evidenced through powwows.

Meets Third Level Writing Course Objectives

4. Critically analyze in writing and in discussion a variety of readings, videos, and speakers with the goal of understanding aspects of powwows or text's visual and rhetorical strategies and theoretical assumptions. Building on First and Second Level Writing Course fundamentals such as: clear sense of purpose; effectively ordered and fully supported ideas; style appropriate to purpose and audience; and control of grammatical and mechanical elements.
5. Apply colonial/self-determination and critical race theories and narrative methodologies to persuasively communicate in writing and in oral presentations ideas about powwows' role in shaping awareness of, attitudes toward, and beliefs about race, ethnicity, class, and gender in Native and American societies. This provides students with opportunities to articulate their ideas both orally and in writing.
6. Locate and evaluate written and visual sources (print and on-line); recognize how sources can be addressed to various groups and how it affects style and purpose. Provides students with opportunities for research and to develop skills in understanding the conventions, circumstances and constraints that distinguish various resources.

Assessment of Student Learning Outcomes

In order to measure the efficacy of GEC Writing Course and Social Diversity Learning Outcomes, a (pre-assessment) Knowledge Survey will be completed by the students during the first class. The data will be used to determine the amount of introductory material that will be needed to be presented throughout the quarter. As part of the final research project, the Knowledge Survey will be returned for their review to help them analyze their growth. This reflective process is meant to personalize their research and encourage the students to go beyond exoticism or romanticism, by reviewing their starting point, their learning, and analyze their change. Please see attachment for assessment.

papers are assessed on succinct articulation of the concepts and issues explored in the reading assignments, class discussions, guest speakers, and films. The responses will also be utilized for subsequent class discussion.

The responses will be graded with a point system based on the depth of engagement with the material and demonstration of understanding the topic and concepts.

Guidelines for responses

1. Does the thesis statement reveal the main theme and major topics?
2. Are key points clearly stated and organized?
3. Are issues, concerns, questions, and personal opinions expressed within the context of class readings, speaker, discussion and/or video and to what level?
4. Are post-thoughts clearly articulated and demonstrate critical reflection?
5. Is the class discussion reflective in the post response and connected to pre-thoughts?

Out of Class Assignments (50 points total, see below and page 7 for details):

2. Readings: There is a significant amount of reading in this course. The materials are drawn from both academic and popular writings about powwows, self-determination, identity development, and Native aesthetics. The readings have been carefully chosen to introduce general powwow concepts and theoretical perspectives in Native research. The readings provide a foundation for classroom discussions, weekly responses, research project, and oral presentation assignment.

3. Attending one powwow (required and part of attendance and participation 10 points): A list will be provided. At this time there are two local events: OSU student powwow in April and NAICCO powwow in May. There are four other events located in Toledo, Cleveland, Dayton, and Cincinnati.

4. Research Project: Final paper and presentation (40 points, 20 for paper and 20 presentation):

The final assignment is a formal research essay. This paper will be a capstone experience incorporating personal and theoretical insights learned this quarter. This requires a building process that begins during the second week of the quarter and culminates with a presentation in class, at the American Indian Center or Newark Earthworks Research Center during final's week. The purpose is to draw upon and deepen one's understanding of the concepts and perspectives encountered throughout the quarter.

You may select one of the topics from the below list:

- a. Critique 3 Internet powwow sites. Using the critique guides from the course packet by Cubbins (1998) and Walent (1998), describe why the sites were selected for review and web site addresses, analyze the content, presentation, and readership. Include printouts of the web sites for the presentation, but not the paper. The paper should be 15-20 pages, (not including the reference section) double-spaced and typed.

Paper Style and Format

All written assignments completed outside of class must be typed, meet 20 page length, and should also include:

- A cover page with title, author's name, course title and date.
- Page numbers (except cover page)
- Left and right margin: no larger than 1.5"; Top and bottom margin: no larger than 1.0"
- Use 12 point Times or Times New Roman font
- Double-space all lines, except quotes over 40 words, which must be single-spaced and indented one-half inch.
- Spell check, proof read, and staple together.
- Choose one of the following style sheets and follow it consistently: *American Psychological Association, Chicago, And Modern Language Association.*

All written assignments will be graded for the quality of the writing and content.

Rewriting Assignments: Students may choose to re-write a paper. If the rewritten paper shows significant improvement, the grade may be improved up to one letter grade (e.g., a C becomes a B). There is no make-up or re-do for leading a discussion. There is no re-write for the final paper. Students cannot rewrite any paper that was handed in late.

Late Assignments: Assignment grades are reduced by 1/3 a letter grade for every weekday an assignment has not been handed in after the assigned due date. Late assignments can be handed in at the beginning of class on scheduled class days, during office hours, or in the instructor's mailbox. Written assignments cannot be handed in as email attachments unless a student has received the instructor's prior approval.

Returning Graded Assignments: Papers will be returned within two weeks after the instructor receives the papers. Papers are typically returned during regular scheduled classes. Students can pick up the final paper at 258 Hopkins Hall.

Assessment

Your grade is based on the number of points achieved with 100 points as the total.

Grades:

50 points: Reading Response Papers (10 papers)

20 points: Research Paper

20 points: Presentation

10 points: Attendance and Participation

Note: attendance, class participation and powwow attendance are required (see page 5). 1/3 point will be taken off your final grade for every session missed. Illness and emergency situations are exceptions.

Total = 100 points

Final course grade = Number of points earned out of 100 points

consultant at either 475 Mendenhall Laboratory or at the Younkin Success Center. The OSU writing Center website is <http://cstw.osu.edu/writingCenter/>

Required Materials

Browner, T. (2002). *Heartbeat of the people: Music and dance of the Northern powwow*. Chicago, IL: University of Illinois Press.

Gilyard, K. (1999). *Race, rhetoric and composition*. Portsmouth, NH: Boynton/Cook Publishers.

Josephy, A., Nagel, J. & Johnson, T. (1999). *Red Power: The Indians' fight for freedom*. 2nd Edition. Lincoln, NE: U. of Nebraska Press.

Mihesuah, D. A. (1996.). *American Indians: Stereotypes and realities*. Atlanta, GA: Clarity Press, Inc.

Course Packet/c/d

Course Calendar

Week One

Social Diversity Focus: Race, Ethnicity, Gender, Class, LGBT

(First Class)

Watch *Into the Circle* video.

Class Activities:

Introductions: Go over syllabus, course requirements, assignments, and readings

Informal writing & discussion: Take Knowledge Survey

In-class viewing & discussion: *Into the Circle—What is a powwow?*

Week Two

Social Diversity Focus: Stereotypes, Ethnocentrism, and Perceptions of Native Cultures and Cultural Resurgence.

(Second Class)

Readings for class discussion today:

- **Mihesuah, D. A. (1996.) *American Indians: Stereotypes and realities*.**
- **Assignment: Pre-discussion response**

Class Activities:

In-class Writing & Discussion: Discuss the book against the grain of one's personal knowledge. Write a post-discussion paper.

- Write post-discussion response.

Week Four

Dance, Song, and Drum I

Social Diversity Focus: Gender, Ethnicity and LGBTQ

(Sixth Class)

Readings for class discussion:

- **Browner, T. (2002).** *Heartbeat of the people: Music and dance of the Northern powwow.* Chapter 3.
- **Kavanagh, T. (1992).** *Southern Plains dance: Tradition and dynamics.*
- **Lassiter, L. (1999).** *Southwestern Oklahoma, the gourd dance, and Charlie Brown.*
- **Pre-discussion response paper due**

Class activities:

NAICCO representatives will share the constructs of songs and drumming and its relationship to the dance.

(Seventh Class)

Due Today:

- **Reading Response Paper—analyze pre and post papers and determine one’s key growths and why.**
- **Outline for Research Project**

Class Activities:

- In small groups share reading response paper and develop a group portrait.
- Peer review research project outlines.
- Discuss approaches to research including ethnography, technology, and innovative writing projects. A Writing Center representative will be a guest speaker.

Week Five

Social Diversity Focus: Gender and Ethnicity

Dance, Song, and Drum II

(Eighth and Ninth Classes)

Readings for class discussion:

- **Browner, T. (2002).** *Heartbeat of the people: Music and dance of the Northern powwow.* Chapter 4.
- **Josephy, A., Nagel, J. & Johnson, T. (1999).** *Red Power: The Indians' fight for freedom.* 2nd Edition. Chapter 5.
- **Assignment: Pre-discussion response paper.**

Class Activities:

- In-class: View the Motion Capture Project and discuss interviews

Contemporary Powwow I

(Twelfth Class)

Readings for today's class discussion:

- **Gelo, D., J. (1999). Powwow patter: Indian emcee discourse on power and identity.**
- **Mattern, M. (1999). The powwow as a public arena for negotiating unity and diversity in American Indian life.**
- **Stuhr, P. (1996). Social reconstructionist multicultural art curriculum design: Using the powwow as an example.**

Assignments:

- **Meet with peer reviewer and review each other's final drafts—follow procedure as before.**
- **Write pre-discussion response.**

Class activities:

- Classroom guest Dr. Patricia Stuhr will share her research about Wisconsin Powwows.
- In-class Writing and Discussion: After reviewing Dr. Stuhr's visuals, article and presentation, write in class post-discussion response paper focusing on one aspect of a powwow and compare tribal differences and rural and urban perspectives such as fishing rights, racism, and class differences.

(Thirteenth Class)

Readings for today's class discussion:

- **Josephy, A., Nagel, J. & Johnson, T. (1999). *Red Power: The Indians' fight for freedom*. 2nd Edition. Chapter 6.**

Assignments:

- **Pre-Discussion response papers on the reading.**
- **Hand in final paper for review.**

Class Activities:

- Discuss Dr. Stuhr's presentation in light of the new reading and the concept of resurgence of identity and culture using Ohio as an example. Afterwards, explore with peer partner the status of one's research presentation.
- Develop presentation goals/objectives and determine what will need to be used to best present ideas to the audience. Remember Dr. Stuhr's article and how she presented the same information in her classroom presentation.

Week Eight

Social Diversity Focus: Subjectivity and Social Diversity
Activism and Powwows

(Fourteenth Class)

- Discuss the concept of inclusion as it relates to powwows and identity development and how does this relate to mainstream's construct of Indianness.

Finalize presentations for next week

(Seventeenth Class)

For today's class:

- **Lassiter, L. (1998). Boy Scouts, Hobbyists, and Indians.**
- **Revard, C. (1995). An Eagle Nation.**

Class Activities:

- Discuss final response paper in small groups.
- In small groups construct demographic chart around the metaphor: baggage and luggage—what will you leave behind and what will you take with you.
- We will construct a class narrative including visuals and give to the Ohio Oral History Project for their archives.

Week Ten

Social Diversity Focus: Race and Ethnicity
Powwows and Indian Identity II

Presentations: Each group of presentations will present their research in a roundtable format—five minutes will be given to write a response that will be given to me. If presentations are done at another site such as at a residence hall or NAICCO or AIC signed responses must be turned in, as well as presenting to the class a short synopsis of the experience.