

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Arts and Sciences

Academic Unit

Arts and Sciences

Book 3 Listing (e.g., Portuguese)

467 Powwows: Cultural and Arts Exploration

Number Title

Powwows: Cul&Arts

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn X

Winter

Spring

Year 2008

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): An interdisciplinary examination of contemporary powwow culture using concepts from history, the humanities, social sciences, and American Indian perspectives.

Quarter offered: Winter

Distribution of class time/contact hours: 2-2hr

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Second Writing Course

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with: Art Education 467

Grade Option (Please check): Letter S/U Progress What is course is last in the series?

Honors Statement:

Yes No

GEC: Yes No

Admission Condition Course:

Off-Campus:

Yes No

EM: Yes No

Yes No

Other General Course Information: GEC third writing and social diversity course

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ 050202 _____ Subsidy Level (V, G, T, B, M, D, or P) ___ G _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

This course will be cross-listed with Art Ed 467. The Department of Art Education has a strong commitment to American Indian Studies. This course will serve our Department well in several ways. As an introductory course into the study of American Indian Studies through the arts, as an extension of our 2nd writing course 367.01: Ethnic Arts, and to introduce students to the possibilities of minoring in our Master's program in Cultural Arts Policy with a concentration in Museum Education.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s)

A choice on major(s)/minors(s)

An elective within major(s)/minor(s) A general elective:

N/A

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

This course has been developed and piloted under a temporary number. It has been taught in collaboration with a history course, community organization, American Indian Student Services, and the Multicultural Center. This course is also already a part of a full time faculty course load.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: no

6. Expected section size: 25 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

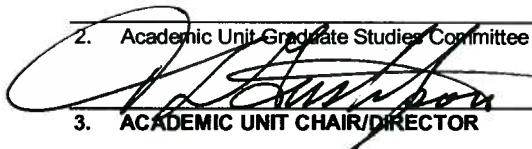
8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable
Art Education

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

 Terry L. Gustafson 3/4/08
Printed Name Date

3. **ACADEMIC UNIT CHAIR/DIRECTOR** Printed Name Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. **COLLEGE CURRICULUM COMMITTEE** Printed Name Date

6. **ARTS AND SCIENCES EXECUTIVE DEAN** Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. **ACADEMIC AFFAIRS** Printed Name Date

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

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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.

GEC Third Writing and Social Diversity Goals and Objectives

Third writing courses are designed to develop students' skills in reading, critical thinking, oral expression and research. Social diversity courses give significant treatment and foster an understanding of the pluralistic nature of institutions, society, and indigenous cultures in the United States. *Powwow: Cultural and Arts Exploration* is a GEC third writing and social diversity course designed to expand and refine expository writing, analytic reading skills, research skills, and oral articulation. Through lectures/discussions, slides/videos, field trips, reading, and written and oral assignments, students will investigate the multiple social and political factors present in visual culture and indigenous issues; critically reflect upon how our own social/political/cultural identity construction informs our perspectives, and develop practical methods of interpreting and researching visual art producers and production at the local, state, and national/international levels.

Objectives

1. Students will demonstrate critical thinking through written and oral expression (formally and informally) including but not limited to journal writing, pre and post discussion papers, and a research paper.
2. Students will use writing as an instrument for exploring the relationship of culture(s), arts and social diversity issues in Native and non-indigenous societies.
3. Students will engage with and be encouraged to develop personal critical responses that interrogate historical and contemporary colonial and resurgence practices, as well as the impact on personal and social understandings of diversity, representation and advocacy.
4. Students will attempt to understand powwows as cultural and social constructs that contribute to the development and maintenance of tribal affiliation, identity, gender, and class.
5. Students will critically examine and interpret their understanding of how powwow are presented and represented in different contexts, historical periods, various tribes/Nations, and geographic locations: reservations, rural, and urban.
6. Students will examine and interpret their understanding of multiple indigenous aesthetics as expressed at powwows including contemporary social and political views.
7. Students will critically explore the influences of the production and the consumption of powwows and its relationship to identity formation and to their understandings of that public representation.
8. Students will critically examine powwows' multiple and simultaneous meanings for individuals and societies (i.e. as distinctive artistic, cultural, and spiritual expressions, manifestation of cultural ideologies, site of resistance, and instruments of political activism).
9. Students will apply of critical methods in analyzing and interpreting powwows, (i.e. dance, song, drum, regalia, protocol, economic development, education, language, etc).
10. Students will be able to recognize the role of social diversity in shaping one's attitudes and values.

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.

Teaching and Learning Philosophy

Pedagogical practices, which emerge from the interplay of colonial, self-determined, critical race, and feminist theories and pedagogies, will be employed in this course. This blending of multiple perspectives makes it possible to enact pedagogical practices that engage with concerns for interrogating biases in literature, curricula that re-inscribe systems of domination while providing ways to teach diverse groups of students. Talking about race, ethnicity, class, and gender requires sensitivity as well as honesty. Learning is a process that is constructed through engagement and dialogue for self-actualization. This type of pedagogy emphasizes mutual participation between teacher and students. Through these explorations, the goal is to stimulate students to recognize the narrow boundaries that shape individuals knowledge, surrender to the wonder of re-learning and learning ways of knowing that transform consciousness, hopefully creating an expression of political activism.

Course Structure

Attendance: This course involves in-class writing, discussions, media presentations, and field trips; therefore, regular and timely attendance is required. All absences require an email to the instructor prior to class explaining the reason for the absence. In order for an absence to be excused, a student must provide appropriate documentation (i.e., a medical excuse from doctor) and/or have the instructor's approval (i.e., family emergencies or funerals.) Two (2) unexcused absence will result in a 1/3 letter-grade drop (i.e., A to A-). Three (3) incidents of unexcused tardiness and/or leaving class early equals one unexcused absence. A student can fail this course due to poor attendance. It is the student's responsibility to meet with the course instructor to discuss extended periods of absence due to medical problems.

Guidelines for Class Discussions: Students are expected to use appropriate terms and language in class discussions and papers. Racial slurs, derogatory naming or remarks disrespectful of the rights and dignity of "others" will not be tolerated. Beliefs and divergent worldviews may be shared, and respect for those differences is to be maintained within the classroom.

Class Participation: Active participation in classroom activities, discussions, and fieldtrips is a course requirement and counts for 10% of the final course grade. Class participation is evaluated each class period. Participation includes consistent attendance, obvious preparation for class, asking pertinent questions and offering relevant comments, taking notes, actively engaging in discussions, working constructively in large and small groups, and submitting assignments on time.

Assignments:

In-Class Activities:

1. Pre and Post Responses (worth a total of 50 points, 5 points for each week)

For each assigned reading, invited speaker, class discussion, and/or video, a one-page, double-spaced paper will be due. Pre-response papers will be used to discuss weekly readings and are due at the end of each class. Post responses will be hand-written on the same paper and should demonstrate reflection. Both are due at the end of each class, when appropriate. The response

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.

- b. Create a review of 3 books on powwows. The greatest selection is found at the Columbus Metropolitan Library system (www.columbuslibrary.org). Use as resources for your review the assigned texts by Slapin, Seale and Gonzalez (1996) and Mihesuah (1996). Include a reference section at the end of the paper. Your paper should be 15-20 pages, (not including the reference section) double-spaced and typed.
- c. Create an interdisciplinary unit/lesson plan on powwows for an elementary or secondary class that integrates music, art, history, and social studies. Include contemporary artists and a site-specific powwow. A resource list is mandatory and reference page. Specific state standards must be identified and connected to activities, readings, and student objectives. Bibliographies of the artists and specific artworks must also be included. The unit should be at least 15-20 pages, (not including reference section) double-spaced and typed.
- d. Volunteer to assist the Native American Indian Center of Central Ohio (NAICCO) in their powwow preparations. Make a list of questions or expectations before going to the center. Keep a journal of experiences and observations. The paper should focus on describing your participation. Compare and connect initial expectations, class discussions, and knowledge gained from this experience. Reference section is mandatory. Paper should be 15-20 pages, (not including reference section) double-spaced and typed;
- e. Select a dance style and through articles, interviews, and observations explore the historical and contemporary development of the dance. Include a complete reference section at the end of the paper. Paper should be 15-20 pages, (not including the reference section) double-spaced and typed.
- f. Profile a drum group and write a research paper about the family. Historical and contemporary analysis using Mihesuah (1996) as a guideline. The paper should also include drum style and tribal affiliation. Resource list and reference section must include cassette tapes or CDs, web-sites, articles, and books. Paper should be 15-20 pages, (not including the reference section) double-spaced and typed.

The schedule for handing in the final paper (20 points) and presentation of the paper (20 points) are listed in the calendar and includes:

- 2nd Week: Topic and resources identified (5 points).
 - 4th Week: Outline (5 points).
 - 6th Week: First draft with a peer review (5 points).
 - 8th Week: Re-write is due with opportunities to resubmit (5 points).
 - Final's Week: Research presentation (20 points).
- Each step contributes to the final product and is equally important.

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

	A 93-100	A- 90-92
B+ 87-89	B 83-86	B- 80-83
C+ 77-79	C 73-76	C- 70-72
D+ 67-69	D 63-66	E 62-0

Course Policies

Plagiarism: Copying/claiming someone else's words, ideas, or works (i.e., essays, term papers, in part or in full) as your own is considered plagiarism. A proper reference style should be used when using words or ideas of other people. Suspected cases of plagiarism will be reported immediately to the Committee on Academic Misconduct. The Committee regards academic misconduct as an extremely serious matter, with serious consequences that range from probation to expulsion. *If in doubt, credit your source.* Be sure to consult the course instructor, if you have questions about plagiarism, paraphrasing, quoting, or collaboration. State of Academic Misconduct: OSU Professors are expected to report suspected cases of academic misconduct to the Committee on Academic Misconduct. (The University's rules on academic misconduct can be found on the web at <http://acs.ohio-state.edu/offices/oaa/procedures.1101.html>) The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the statements of someone else, you must acknowledge that source in a citation. This includes material you have found on the web. The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>.

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

Resources: The OSU Writing Center is a free service that provides professional consultation and/or tutoring for students and faculty at any stage of the writing process. They provide excellent support. You may set up an appointment by calling 688-4291 or meet with a writing

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 Packett/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.

(Third Class)

Due today:

- **Allen, P. G. (1989). *Spider Woman's granddaughters: Traditional tales and contemporary writing by Native American women.***
- **McIntosh, P. (1989). *White privilege: Unpacking the invisible knapsack.***
- **Write pre-discussions response.**
- **Research topic and identified resources**

Class Activities:

- Members from the American Indian Center will present their narratives of being Native and coming together to create a powwow.
- In-class writing & discussion—Discuss readings and students' presentation. Write post-response.
- In-class peer review—topic idea and resources.

Week Three

Social Diversity Focus: Academic Scholarship and Native Cultures, Academic Ethnocentrism, and Class and Gender Issues.

(Fourth Class):

Readings for class discussion:

- **Cook-Lynn, E. (2000). *How scholarship defames the Native voice...and why.***
- **Drinnon, R. (1987). *The metaphysics of dancing tribes.***
- **Assignment: Write pre-discussion response.**

Class Activities:

In-class Writing & Discussion: After viewing *PowWow Highway*, class will divide into five groups to discuss from the different perspectives: scholar, non-Native, woman, warrior, and government agency. Afterwards write post-discussion response.

(Fifth Class):

Readings for class discussion:

- **Browner, T. (2002). *Heartbeat of the people: Music and dance of the Northern powwow.* Chapter 1.**
- **Josephy, A., Nagel, J. & Johnson, T. (1999). *Red Power: The Indians' fight for freedom.* 2nd Edition. Chapter 4.**

Class Activities:

- In-class Writing & Discussion: View *Into the Circle* interviews and discuss the interviewing styles and how those styles are similar and different from the written narratives.
- Discuss what is intellectual sovereignty and resurgence.

- 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

- In-class Writing: After viewing and discussing the Motion Capture Project write post-discussion response—in small groups present your response and be prepared to use past readings to defend your position.

Mid-term Due Next Class PeriodFirst Draft of Research Project**

Week Six

Social diversity Focus: Race, Ethnicity, Class and Gender

The Historical Context(s) of Powwows

(Tenth Class)

Readings for today's class discussion:

- Moses, L. G. (1996). *Wild West Shows and the images of American Indians, 1883-1933*. Chapters 1 and 2.

Assignments:

- **Write informal pre-discussion response to readings.**
- **Mid-term draft of research project paper due—peer partners meet and review each other's paper—turn in both peer-reviewed paper with signature of reviewer and revised first draft.**

Class Activities:

- Guest speaker: Dr. Lucy Murphy will explore with class the Wild West Shows and historical significance.
- In-class Writing and Discussion: After discussing the readings and presentation, write post-discussion responses and share in small groups.

(Eleventh Class)

Readings for today's class discussion:

- Browner, T. (2002). *Heartbeat of the people: Music and dance of the Northern powwow*. Chapter 2.
- Dilworth, L. (1996). *Imagining Indians in the Southwest*. Chapter 2.
- Josephy, A., Nagel, J. & Johnson, T. (1999). *Red Power: The Indians' fight for freedom*. 2nd Edition. Chapter 2.

Assignments:

Write informal pre-discussion response to readings.

Classroom Activities:

- Guest speaker, Coordinator of American Indian Studies, will explore the historical context and current implementation of potlatch and the differences.
- In-class Writing and Discussion: After discussing the readings and presentation, write a response regarding the complexities of powwows.

Week Seven

Social Diversity Focus: Race, ethnicity, and class

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)

Readings for class discussion:

- Chaat Smith, P. & Warrior, R. A. (1996). Fancydance revolution.
- Josephy, A., Nagel, J. & Johnson, T. (1999). *Red Power: The Indians' fight for freedom*. 2nd Edition. Chapter 1.

Assignment:

- **Create a discussion list.**

Class Activity

- Marti Chaatsmith, Newark Earthworks Research Center Coordinator, will present her perspective of activism from a Comanche woman, mixed-blood, living in Columbus, reservation in Oklahoma, and a scholar within a historical and contemporary lens.
- In-class Writing and Discussion: Isolate key components of this presentation and write about one of them as it relates to your pre-discussion response and write a reflective post discussion response that includes readings, presentation, and pre-discussion response.

(Fifteenth Class)

Assignment:

Create a presentation draft and be prepared to present it to peer on Thursday.

Class Activities:

Peer review presentations and review it for audience appropriateness, visuals, logic, and key themes. Each student will sign up for an appointment with me to discuss project, paper, and presentation.

Week Nine

Social Diversity Focus: Subjectivity and Social Diversity
Powwows and Indian Identity

(Sixteenth Class)

Readings for class discussion:

- Alexie, S. (1992). The business of fancydancing.
- Browner, T. (2002). *Heartbeat of the people: Music and dance of the Northern powwow*. Chapters 5-6, and "Afterward."

Assignment:

- **Write pre-discussion response review—review all responses and explore the major themes within your own journey in this class.**
- **Identify issues and questions that seems to remain and one's growths.**

Class Activities:

- Discuss Alexie's article and share his poetry.
- View James Luna's documentary regarding identity and his art performances and discuss major themes and messages.

- 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.

