

**THE EVERGREEN STATE COLLEGE**

**THE QUICKENING OF THE NATIONS:  
Indigenous People Yesterday, Today and Tomorrow**

**THE HISTORICAL CONTEXT  
FALL QUARTER 1999 SYLLABUS**

<u>Meeting Times:</u>			<u>Location</u>
Tuesday:	8:30-11:30	All Program Meeting	LC 1002, 1007 B & C
	1:00-4:00	Workshop 1	Rebecca L 1600
		Workshop 2	Carol Maple Lane
		Workshop 3	Steve LC 1007 C
		Workshop 4	Alan LC 1007 B
Wednesday:	9:00-11:00	Seminar Carol	LC 1007C
			Rebecca L 2129
			Steve SE 3126
Thursday:	9:00-12:00	All Program Meeting	LC 1002, 1007 B & C
	1:00-3:00	Writing Workshop	LC 1007 B
	3:30-5:30	Seminar Carol	L 1505
			Rebecca L 1507
			Steve L 1509
Field Studies	Twelve hours per quarter.		

**Faculty:****Rebecca Chamberlain.** (Program Coordinator)

Office: Lib 1606 B Phone ext. 6844 e-mail:chambreb

**Carol Minugh.** Office: Lab 1 1023 Phone: ext. 6025 e-mail:minughc**Steve Niva** Office: Lab 1 1005 Phone: ext. 5612 e-mail: nivas**Alan Parker** Office: Sem 3122 Phone: ext. 6889 e-mail: parkeral**Program Description:**

Indigenous peoples across the globe share a common world-view which is based on the belief that all people share a custodial responsibility to the earth and to our natural environment. The United Nations has acknowledged that approximately 6,000 indigenous nations, comprising approximately 250 million people, continue to exist in distinct communities occupying their ancestral lands and maintaining their native language and culture. Most of these communities, including American Indian Tribal Nations, also share a common heritage of oppression resulting from the impacts of European colonialism and the colonialist policies of the governments that succeeded colonialism. Despite this history of oppression, many indigenous peoples are now experiencing a *“quickenning”*, a period of unprecedented revitalization and affirmation. This awakening is seen in the cultural, political, social and economic arenas and appears to rest on spiritual foundations that often defy definition in Western terms.

In this program, students will identify most of the indigenous peoples of the world, where they live and how they maintain community. We will examine the physical, social and political realities that confront Indigenous Peoples as they attempt to fulfill their destiny. Over the course of this academic year we will identify the artistic, literary and spiritual traditions that have inspired indigenous artists, writers and philosophers. Finally, from a holistic perspective we will analyze the relationships between indigenous peoples and the larger societies within which they exist.

Particular emphasis will be given to identifying the cultural, political, social and economic contributions of Indigenous Peoples, often unknown, overlooked and unacknowledged by these larger societies. As we identify the roles which Indigenous Peoples now play within the local, regional and global society, we will examine how these roles can make a contribution in the future to effectively addressing the more pressing issues facing us all as members of and participants in the larger society. Conservation of natural species such as salmon, an ethic of environmental management, achieving balance between positive life values and economic growth and production, respect for elders, children and for ourselves; these are issues which challenge all of us who attempt to live thoughtful and aware lives. In our analysis of Indigenous Peoples yesterday, today and tomorrow, we shall look for evidence of how their experiences provide important lessons for all of us now and in the future.

In the fall quarter, we are going to explore the historical context of colonization and the emergence of indigenous peoples. In the winter we will focus on contemporary social, political, economic, and cultural issues. In the spring, we will focus on the future, with an emphasis on community service, environmental issues.

The program will be enhanced by a number of guest lecturers, artists, and tradition bearers. There will also be field trips or out of class activities.

**Course Equivalencies:** Over the year, students will have the opportunity to earn course equivalencies in the following areas: Political Science, Humanities and Social Sciences. Possible equivalencies include, political economy, Native American Law, Ethnopoetics and performance, history of colonialism, Cultural Education, academic and creative writing, research skills,

**Themes will include:**

- Colonialism/Post Colonialism: Racism, Conquest, Resistance and Cultural Survival
- Culture and Identity as expressed in art, literature, and performance
- Technology and its Impact on Indigenous Peoples
- The Environment Movement and Indigenous Peoples
- Sustainable Development and Indigenous people

**Expectations:**

Students will be expected to . . .

- Attend and participate fully in all class meetings, workshops, and seminars.
- Maintain a portfolio of class handouts, notes, papers, research, and cumulative work for each quarter. These will be reviewed at fifth week and final evaluation conferences.
- Read each text faithfully.
- Write 1-2 page typed reading response papers brought to each week's seminar.
- Write one typed, double-spaced article or research paper of 10 pages in length.
- Write one page of reflections per week in a Weekly Journal.
- Participate fully in a final group presentation.
- Participate in and document twelve hours of field studies.
- Successfully complete all other individual or group projects, examinations, or workshop assignments on time.

**Required Books and Readings:** (Available at the Evergreen Bookstore.)

Achebe, Chinua. *Things Fall Apart*

\*Burger, Julian. *The Gaia Atlas of First Peoples: A Future for the Indigenous World*

Guess, David. *To Weave and Sing*

Hogan, Linda. *Mean Spirit*

Memmi, Albert. *The Colonizer and the Colonized*

Mohawk, John, *Utopian Legacies: A History of Conquest & Oppression in the Western World.*

Ong, Walter, *Orality and Literacy*

Wright, Ronald. *Stolen Continents: The Americas Through Indian Eyes Since 1492.*

Additional articles and supplementary readings will be available on reserve at the Evergreen Library.

\*Note: Berger's book, *Gaia Atlas* has been out of print for awhile. Forty used copies are in the bookstore. Four copies on reserve in the TESC Library. Wendy Sorrell at the bookstore, has obtained copyright permissions and can make additional reprints upon request. You may also find another class member and share a copy.

**Workshop Books and Readings:**

Workshop 1- Storytelling and Ethnopoetics: Sean Kane. *The Wisdom of The Mythtellers*.

Hilbert, Vi *Haboo: Native American Stories Of Puget Sound*

Workshop 2- Maple Lane: Boldt, Lawrence. *Zen And The Art Of Making A Living*.

Workshop 3- Political Economy: Eric Wolf, *Europe and the People Without History*.

Workshop 4- Law: Alfred, Taiaiake. *Peace, Power, Righteousness*.

Additional Materials on reserve in the Library.

**Supplementary Readings:**

Davidson, Art. *Endangered Peoples*.

Hilbert, Vi *Haboo: Native American Stories Of Puget Sound*, Four Versions Of The Starchild Myth.

Teske, Charles. *Notes On Orality and Literacy*

Wetherford, Gary. *Indian Giver*

**Class Portfolio**

Each student is required to keep a class portfolio throughout the quarter. This will be turned in during the fifth week and at the end of the quarter for evaluation conferences. Include your name and a table of contents. **Record the topic and date of each item** in your portfolio. Each section should be arranged chronologically. The portfolio must be kept in a loose leaf three ring binder with dividers and should contain the following:

1. Course syllabus, covenant, and class handouts
2. Class notes: lectures, speakers, films, and in-class workshops .
3. Seminar notes
4. Weekly reading responses to required texts. Follow format on reading response handout.
5. Tuesday Workshop notes, projects, and activities.
6. Writing: Workshop notes and activities.
7. Research Paper -- planning, research & development notes; copies of first, second and draft.
8. Group Project: oral history storytelling performance project -- planning, research, development notes.
9. Field Studies: Document twelve hours. Include notes and a one page reflective paper for each trip.
10. Weekly Journal Reflections.
11. Self and Faculty evaluations (Three signed copies on official forms at the end of the quarter)

**Assignments and Due Dates:** See handouts for details on projects.

Reading Responses: Due every Wednesday.

Research paper: Final draft due Thursday, November 18

Group Performance/Presentation: Last week of quarter

Portfolio: Week 5, Week 10

**Workshops:** Tuesdays: 1:00-4:00

Each student will participate in a three hour workshop on Tuesday afternoons. Options for fall quarter include topics related to the program in storytelling and ethnopoetics, political economy, law, and cultural education. Students will select one workshop for the quarter, giving them a chance to explore one topic in

depth. Participants will be responsible for doing required workshop readings and activities. Students will be asked to register for their first and second choice. Though most students will get their first choice, some workshops, such as maple lane, have limited enrollment. Assignments will be made during the first week, and workshops will begin in week two.

**Workshop 1** -Chamberlain: Storytelling & Ethnopoetics

This intensive workshop combines storytelling with advanced work in ethnopoetics—the study of traditional oral narratives. We will explore the power of memory in oral traditions, issues of orality and literacy, transcription methods, narrative styles, performance techniques, and folklore. We will work with several narratives in the Puget Sound Salish (Lushootseed) language and participants will learn basic conversational phrases and one short story in the Lushootseed Language. Over the course of fall and winter, we will study a variety of narrative styles from traditional cultures: legends & myths, folktales, oratory, songs & ballads, riddles, proverbs, invocations, oral histories, and biographical accounts. We will also ask questions about what is occurring globally as stories are being adapted to electronic communication mediums, such as audio and video tapes, and computer technology. What is at stake? As storytellers we will practice a variety of techniques for developing and performing traditional folktales, personal myth, story fragments, and family history. As we work, we will ask, how are stories used for teaching? How do they tell us about the natural world? How do stories enrich and quicken our lives; how do they shape our sense of culture and place?"

**Workshop 2** -Minugh: Maple Lane, cultural education.

Community Service: Maple Lane: Community Service- Minugh

Note: This class meets at Maple Lane at 12:30 for classes in cultural education. A small group of students will participate in community service work with Carol Minugh and incarcerated youth. This will meet the workshop requirements for fall & winter quarter, as well as the community service options for spring. A major focus of this service will be providing cultural classes, and assisting in the “Gateways For Incarcerated Youth” project. Students will take a leading role in identifying opportunities to build on what the youth want to learn and strengthening individuals and community through learning about culture and heritage and the stresses between races. One of the project’s goals is to bridge the gap between incarceration and college. Students will also have the opportunity to work on funding raising projects. Students must pass a police check to be a part of this community service activity.

**Workshop 3** -Niva: Political Economy, Human Rights and Indigenous Peoples

This workshop will explore how indigenous peoples have been impacted by economic colonialism and their attempts to resist and find alternative paths to economic development which preserve their traditions and very existence. Around the world, indigenous peoples are struggling to prevent the theft of their lands, the destruction of their environments and the elimination of economic subsistence in the name of "free markets" and "economic development." Through group projects/case studies, we will learn about several cases of current indigenous activism against multinational corporations, development banks, and global free trade treaties, such as in Chiapas (Mexico), Ogoni land (Nigeria), West Papua (Indonesia) and Amazonian Ecuador, among others. The goal of the workshop is to increase awareness of these economic struggles and global activism on behalf of indigenous rights. We will learn to use some basic concepts in political economy and apply them to the history of indigenous peoples in the global economy. We will also explore internet resources and websites that make up a global activist network supporting indigenous peoples and their organizations.

**Workshop 4** -Parker: [The Political Rights and Status of Indigenous Nations.](#)

[In this workshop we will examine the political status of American Indian tribes under United States law. This status can only be understood in a historical context and thus we will take a quick look at the history of the relationship between Indigenous peoples on this continent and the federal and state governments.](#)

We will then at how tribes exercise their rights today. From this discussion, we will identify the elements political status. The workshop will then break into teams and each team will focus on the political status and rights of a particular group of indigenous peoples outside of the US. Because Evergreen does not have an extensive library of info on these issues we expect much of our research will be done on the internet thus the workshop will meet with advisors from the library on using the internet as a research tool. At the end of the quarter, each team will have the opportunity to report their findings back the group.

**Writing Workshops: Thursdays:** 1:00-3:00 Archibald, Chamberlain, Minugh, Niva.

Writing workshops will be held each Thursday afternoon from 1:00-3:00. Students will attend workshops designed for both beginning and advanced writers. All materials from the writing workshops will be kept in the "Writing" section of your portfolio.

### **Field Studies**

Each student will be required to do twelve hours of field studies in fall and winter quarter. These self-designed studies will allow students to visit local museums, tribal gatherings, films, arts or cultural events related to program themes or issues. Each field trip must be documented with a one-page reflective paper and must be approved ahead of time by your seminar leader. Ideally, students will arrange to travel together, share expenses, and support each other in making trips outside the Olympia area. See Field Studies handout for more details.

### **Weekly Journal**

Your weekly journal is different from all of your other class writings. The only requirement is that you write one page per week. You will keep it in your portfolio, and we will check to make sure that it's there. However, we will not be evaluating you on your ideas or your writing. It can be informal and handwritten. It's your own record of your process and experience in the class; it's your place to be free and uninhibited. Use it to test new ideas, to reflect on your process, to express your reaction to a particular author, to synthesis and record ideas, and to make connections that you don't have time to fully develop elsewhere. What's working? What's not? What are your reactions to a particular author or reading? Did you agree or disagree? Are there other texts or ideas you can think of that relate? What are the connections with your personal life? Are there ideas that you haven't thought about before? What are your dreams and aspirations? How have your ideals been challenged? How are you making sense of things?

### **Looking Ahead: Community Service**

Spring quarter will be structured for group or individual projects that involve internships, field studies, or community service projects based on program topics, themes and issues.

### **Staff Support:**

Writing Workshops: Olivia Archibald.  
Writing Tutor: Lisa Strange, 357-1428  
Program Assistant 1 Deborah Hall  
Program Assistant 2  
Library Resources: Terry Hubbard

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Disclaimer: The following class schedule is a general guide and is subject to revision.

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### **Week One**

*We understand that many of these racist attitudes are subconscious and not premeditated, but nevertheless they reflect how deeply dominant ideology has penetrated society.*

(Mapuche Indian, p. 11, Berger)

### **Assignments:**

Readings: Memmi, Albert. *The Colonizer and the Colonized*

Wednesday: Preface, Introduction, 1-45.

Thursday: 45-end. First Reading Response Due

Reading Response Questions:

- 1) According to Memmi, what are the central characteristics that define the colonizer? What are the central characteristics that define the colonized? Are all colonizers and colonized the same?
- 2) What role does racism and attitudes of cultural superiority and inferiority play in the colonial experience?
- 3) Compare and contrast the film "Barbarian West," to Memmi, *The Colonizer and the Colonized*. After watching the film, what does the term "Barbarian" mean to you?

**Tuesday: Sept. 28**

8:30-11:30	All Program Meeting 8:30-9:30	LC 1002, 1007 B & C
	Story Introduction Handouts	
9:30-11:30	Workshop 1: Quickening Concept Map-Integrating Program Themes	
1:00-3:00	Introduce workshop topics and sign-up sheets. Film & Discussion "The Barbarian West" Prepare for seminar.	

Questions for "The Barbarian West"

Write down on a sheet of paper answers to the following questions before you watch the film. Keep these questions and your answers in mind while you watch the film.

1. What do you believe are some of the defining characteristics of Western culture in contrast to other cultures?
2. Do you believe that Western culture is the most civilized? As civilized as any other/ Less civilized than some other cultures?
3. Did Western culture expand around the world because other people willingly adopted it, or was it by virtue of conquest and power?
4. What do you think is the future of Western civilization?

**Wednesday:** 9:00-11:00 Seminar:

Introductions: Names, Seminar Etiquette, Expectations, etc.

**Thursday:**

9:00-12:00	All Program Meeting	LC 1002, 1007 B & C
	Carol Minugh: How We Value Knowledge Differently, Learning Styles and Strategies. Joyce Stahmer: The Evergreen "Way:" What's in it for you at Evergreen? (The Five Foci, etc.)	
	Rebecca--Seminar As A Conversation Between Cultures	
1:00-3:00	Writing Workshop	A Profile Of Yourself As A Writer
3:30-5:30	Seminar : First Reading Response Due- Memmi and "Barbarian West"	

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**Week Two**

*The Earth is the foundation of Indigenous Peoples, it is the seat of spirituality, the fountain from which our cultures and languages flourish. The Earth is our historian, the keeper of events, and the bones of our forefathers. Earth provides us with medicine, shelter and clothing. It is the source of our independence, it is our Mother. We do not dominate her; we must harmonize with her.* (Hayden Burgess, native Hawaiian, p. 20, Berger)

**Assignments:**

Burger, Julian. *The Gaia Atlas of First Peoples: A Future for the Indigenous World*

**Tuesday: October 5**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
 Story  
 Introduction  
 Workshop 2: Indigenous Peoples.

1:00-4:00 Workshop 1 -Chamberlain: Storytelling & Ethnopoetics  
 Workshop 2 -Niva: Political Economy  
 Workshop 3 -Parker: Law  
 Workshop 4 -Minugh: Cultural Education, Maple Lane.

**Wednesday: 9:00-11:00 Seminar**

Second Reading Response Due: Berger, *Gaia Atlas*

**Thursday:**

9:00-12:00 All Program Meeting LC 1002, 1007 B & C

Film and Discussion: "Koyaanisqatsi: Life Out Of Balance"  
 (Koyaanisqatsi is a Hopi term meaning -crazy life, life out of balance, life in turmoil, life that calls for another way of living. It is a visual history of culture and civilization.)

## Questions:

- 1) What is out of balance? How is life out of balance, particularly in relationship to indigenous cultures today?
- 2) Narrative: Why? Why not? You're watching a film that used primarily image and sound to communicate. What is the effect of no narrative? What's the narrative that is going on in your mind?
- 3) Pick one thing that you just saw in the film and relate it to Berger's *Gaia Atlas*. Both the film and book use pictures and images to help tell a story. How? What's the effect? Does image make text seem less authoritative? More inviting? How are images used to convey a message?

1:00-3:00 Writing Workshop: Narrowing Topics and Doing Research  
 Research topic, due. (Terry Hubbard)

3:30-5:30 Seminar: Berger, *Gaia Atlas* and Film

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**Week Three**

*History begins for us with murder and enslavement, not with discovery.* (William Carlos Williams, p. 3, Wright)

**Assignments:** Wright, Ronald. *Stolen Continents: The Americas Through Indian Eyes* Since 1492. Part I & II.

Go to Rudy Ryser's website, The Center For World Indigenous Studies, at ([www.cwis.org](http://www.cwis.org)). Review it and connect it to our course themes. Based on your reading of Wright, *Stolen Continents* and on exploring the website, what is one question that you would like to ask him?

**Tuesday: October 12**

8:30-11:30 All Program Meeting LC 1002, 1007 B &  
Introduction: Carol Minugh  
Guest Speaker, Rudy Ryser, (Director of the Center for World Indigenous Studies)  
1:00-4:00 Workshops

**Wednesday:** 9:00-11:00 Seminar Reading Response Due

**Thursday:**

9:00-12:00 All Program Meeting LC 1002, 1007 B & C  
Steve Niva: European Ideologies of Conquest & The Search For Wealth.  
1:00-3:00 Writing Workshop: Writing A Thesis Supported Essay.  
3:30-5:30 Seminar

**Friday: October 15—All Class Field trip: The Suquamish Tribe & Museum.**

Leave at 8:30 a.m. The museum will cost \$3.60/person. No cameras or note pads allowed.

**Friday Evening Event: Rudy Ryser, The Longhouse**

Topic: "Collapsing States and Re-emergent Nations"

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**Week Four**

*Oral communication unites people in groups. Writing and reading are solitary activities that throw the psyche back on itself. (p. 69, Ong)*

**Assignments:**

Tuesday: Ong, Walter. *Orality and Literacy*. Read all. (Start early!!!!)

Thursday: Gary Snyder: *Ethnopoetics*. Handout: (Given in class & on reserve in the Library).

**Tuesday: October 19**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
Story:  
Introduction:  
Charles B. Teske, Professor Emeritus, Founding Dean of TESC Arts and Humanities  
1:00-4:00 Workshops

**Wednesday:** 9:00-11:00 Seminar Reading Response Due

Fifth Week Evaluation Conferences: Sign up with faculty.

**Thursday:**

9:00-12:00 All Program Meeting LC 1002, 1007 B & C  
Rebecca Chamberlain; Ethnopoetics: The Star Child Myth

1:00-3:00 Writing Workshop: Working in peer editing groups. Rough draft of research paper, first 3-4 pages due.

3:30-5:30 Seminar

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**Week Five**

*Our legends are like gems with many facets. They need to be read, savored, and reread from many angles. My elders never said to me, "This story carries such and such a meaning." I was expected to listen carefully and learn why the story was being told. Though guided, I was allowed the dignity of finding my own interpretation.* ( p. ix, Hilbert)

**Assignments:**

Tuesday:

- 1) Guess, David. *To Weave and Sing*.
- 2) Hilbert, Vi: *Haboo* , Four versions of "The Starchild Myth, p. 3, 23, 53, 57.

Copies of the brown Haboo book, containing the Starchild Myths--are on reserve in the Library and at the Evergreen Bookstore

Handouts: (Given in class).

- 3) Introduction To Haboo: Vi Hilbert

**Tuesday: October 26**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
 Story:  
 Introduction:  
 Vi Hilbert, Upper Skagit Elder, Director of Lushootseed Research

1:00-4:00 Workshops

**Wednesday:** 9:00-11:00 Seminar Reading Response Due  
 Turn in Portfolio  
 First Draft of Research Paper--handed in.

**Thursday:**  
 9:00-12:00 Group Workshop: Research Creation Myths-Final Performance Groups  
 Mid-quarter evaluation conferences.

11:30-4:30 Writing Workshop: Legends and Myths;  
 What is mythological thinking? How does it connect to creative writing?

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**Week Six**

*"There is not story that is not true", said Uchendu. " The world has no end, and what is good among one people is an abomination with others."* (p. 141, Achebe)

**Assignments:**

Readings: Achebe, Chinua. *Things Fall Apart*

**Tuesday: Nov. 2,**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
 Story:  
 Introduction:  
 Steve and Rebecca: Mythic Toolkits, Myth, History, and "Reality"  
 Research Paper handed back for revision.

1:00-4:00 Workshops

**Wednesday:** 9:00-11:00 Student led seminar Reading Response Due  
 (Faculty Retreat)

**Thursday:**

9:00-12:00 All Program Meeting LC 1002, 1007 B & C  
 Film: Burning Fields  
 Group Workshop: Meeting--Final presentation/performance groups.  
 Turn in group names and topics.

1:00-3:00 Writing Workshop: Legends & Myths, Part 2, and/or Group work: revise research paper.  
 Lisa Strange, Writing Tutor

3:30-5:30 Student Seminar (Faculty Retreat)

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**Week Seven**

*The conquest has not yet ended, and neither has resistance to the conquest. (Juan Adolfo Vasquez, p. 52, Wright)*

**Assignments:**

Readings: Mohawk, John. *Utopian Legacies, A History of Conquest & Oppression in the Western World*, Part I.

**Tuesday: November 9th**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
 Story:  
 Introduction:

1:00-4:00 Workshops

**Wednesday:** 9:00-11:00 Seminar Reading Response Due

**Thursday:**

9:00-12:00 All Program Meeting LC 1002, 1007 B & C  
 Workshop: Sovereignty, Laws & Treaties

1:00-3:00 Writing Workshop: Group Work: Revising Your Research Paper

3:30-5:30 Seminar

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**Week Eight**

*We are one the one hand, the most oppressed people on the globe. On the other hand we are the hope for the future of people on the planet. The peoples that surround us now are beginning to experience in the 20<sup>th</sup> century that there are limitations to the kinds of economic organization that define their societies. (John Mohawk, p. 166, Berger)*

**Assignments:**

Readings: : Mohawk, John. *Utopian Legacies, A History of Conquest & Oppression in the Western World*, Part II

**Tuesday: Nov. 16th**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
Possible Guest Speaker- John Mohawk

1:00-4:00 Workshops

**Wednesday:** 9:00-11:00 Seminar Reading Response Due

**Thursday:**

9:00-12:00 All Program Meeting LC 1002, 1007 B & C  
Film: TBA  
George David, Family Pole Raising (1 hour)

1:00-3:00 Writing Workshop: Writing Groups; Editing Legends & Myths—(Developing detailed narratives.)

Final Research Paper: Due  
3:30-5:30 Seminar

**Thanksgiving Break: November 21-28****THANKSGIVING- THANKS? GIVING?****Assignments:**

Readings: Hogan, Linda. *Mean Spirit*.  
Wright, Ronald. *Stolen Continents: The Americas Through Indian Eyes Since 1492.*, Part III

**Week Nine**

*Now we shall not rest until we have regained our rightful place. We shall tell our young people what we know, We shall send them to the corners of the earth to learn more. They shall lead us. (Declaration of the Five Country Cherokees, p. 136, Berger)*

**Assignments:**

Readings: Hogan, Linda. *Mean Spirit*.  
Wright, Ronald. *Stolen Continents: The Americas Through Indian Eyes Since 1492.*, Part III

**Tuesday: Nov. 30th**

8:30-11:30 All Program Meeting LC 1002, 1007 B & C  
Joe David, Nuchanuth Artist

1:00-4:00 Workshops

**Wednesday: 9:00-11:00** Seminar Reading Response Due  
Legend & Myth-Final Draft due

**Thursday:**

9:00-12:00	All Program Meeting Steve Niva- Decolonization	LC 1002, 1007 B & C
1:00-3:00	Writing Workshop	Writing A Self Evaluation
3:30-5:30	Seminar	

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**Week Ten**

*The clear-minded ones will take to the road, walking to the place where they are in mourning, and there at the edge of the ashes, one will stand up saying words of sympathy to raise their spirits. At once they will begin to feel relieved, the mourners, and they will resume the path of the great peace. (From the Kaienerekowa, p. 1, Taiaiake Alfred)*

**Assignments:**

Reading for winter break:  
Rodriguez, Richard, *In Hunger Of Memory*. On Reserve in the Library.  
Oral History Interviews with Family

**Tuesday:**

8:30-11:30	All Program Meeting Student Presentations	LC 1002, 1007 B & C
1:00-3:00	All Program Meeting: Student Presentations	
3:30-5:30	All Program Meeting: Student Presentations	

**Wednesday: 8:00-11:00** Student Presentations

**Thursday:**

9:00-12:00	All Program Meeting Student Presentations	LC 1002, 1007 B & C
1:00-3:00	All Program Meeting: Student Presentations	
3:30-5:30	All Program Meeting: Student Presentations	

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**Final Evaluation Conferences**