

THE EVERGREEN STATE COLLEGE

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

**THE CONTEMPORARY SITUATION
WINTER QUARTER 2000 SYLLABUS**

<u>Meeting Times:</u>			<u>Location</u>
Tuesday:	9:00-11:30	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
		Group Contract	Alan TBA
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	Seminar Carol	LC 1007 B
	3:30-5:30	Seminar Rebecca L 1507	
		Steve	L 1509

Field Studies: Eight or twelve hours. See "field studies" for details.

Faculty:

Rebecca Chamberlain. 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.

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

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, Cultural Education, academic and creative writing, research skills,

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.
- Give a mid-quarter oral presentation on family and/or personal history.
- Participate fully in a final group presentation.
- Participate in and document field studies and/or complete a community service plan.
- Successfully complete all other individual or group projects, examinations, or workshop assignments on time.

(See program covenant for more details.)

Course Credit:

Course credit will be given winter quarter for college level work in the following areas.

- 1 Field studies and community service plan
- 3 Research paper
- 1 Weekly Journal
- 4 Seminar, reading responses

- 1 Mid-Quarter examination
- 1 Mid-quarter personal oral history presentation
- 1 Final Integrative Group Project
- 4 Workshop

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

Booklist-Winter Quarter 2000

Alfred, Taiaiake. *Peace, Power, Righteousness*. 0-19-541216-8. Oxford University Press, Canada, 1999.
 Hulme, Carrie. *The Bone People*. 0-14-0089922-5. Penguin Books, New York, 1983.
 Mander, Jerry. *In The Absence Of The Sacred*. 0-887156-509-9. Sierra Club Books, San Francisco, 1991.
 Menchu, Rigoberta. *An Indian Woman In Guatemala* 0-86091-788-6. Verso, New York, 1984.
 Mohawk, John. , *Utopian Legacies: A History of Conquest & Oppression in the Western World*. 1-57416-040-0. Clear Light Publishers, Santa Fe, New Mexico, 1999.
 Wearne, Phillip. *Return Of The Indian* 1-56639-501-1. Temple Univ. Press, Philadelphia, 1996.
Cultural Survival Quarterly, "Twenty-Five Years Of Indigenous Movement.

Quickening Of Nations Anthology-The Poetry Of Struggle: Poetry, Essays, Stories, and Articles.
 (Presented in class and during seminar.)

Additional articles, videos, and supplementary readings will be available on reserve at the Evergreen Library. These will include "In Hunger Of Memory," Richard Rodriguez; "An American Metanoia," Terrence Becht, and various articles from *Cultural Survival Quarterly*.

Workshop Books and Readings:

Workshop 1- Storytelling and Ethnopoetics:

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

Workshop 2- Maple Lane: Perea, Ed. *Immigrant Out*.

Workshop 3- Political Economy: Korliner, Joshua. *Corporate Planet*.

Workshop 4- Law: TBA

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. In-Class Writings.
4. Seminar notes
5. Weekly reading responses to required texts. Follow format on reading response handout.
6. Mid-quarter examination and notes.
7. Research Paper -- planning, research & development notes; copies of drafts and final paper.
8. Mid-quarter personal oral history project – reflection and planning notes.
9. Field studies reflective papers and spring community service plan.
10. Weekly Journal Reflections.
11. Self and Faculty evaluations
12. Complete a separate portfolio for your Tuesday Workshop. Include notes, projects, and activities.

Mid-quarter personal oral history project

Last quarter, Rudy Ryser challenged us with the question, "who are you? Where do you come from?" This project is a chance to answer his challenge and to explore your personal history, family history, and cultural identity. The

presentation will involve two parts; 1) a collage, piece of art, or visual representation of your family history or identity that you display to the class; and 2) an oral presentation of 3-4 minutes delivered during weeks four or five. As you develop your presentation and visual representation, creatively explore your cultural, family, and personal history and identity. Ask yourself the following questions. What is your relationship to tradition? How have you worked out or recognized your relationship to your ancestors? Is there a story in your family or personal experience that explores the conflict between nations? How do the challenges of the past represent the strength of who you have become? Does your family have stories of conflict and survival? What is your relationship to language, culture, family, and memory? We will do a workshop in week two to explore some of these topics in more detail.

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

*Reading Responses: Due every Wednesday. Plan to share them in seminar.

*Research paper: Final draft due week 8, or first draft week 7, final draft week 9 (See seminar leader for details)

*Personal Oral History Presentation: Weeks four or five.

*Mid-quarter review examination: Thursday, Feb. 10th.

*Final Group Integrative Project/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 winter quarter include topics related to the program in storytelling, education, 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. Some workshops, such as maple lane, have limited enrollment. Workshop choices will be made during the first week of class; meetings will begin in week two.

Workshop 1 -Chamberlain: Storytelling, Cultural Education, & Ethnopoetics

Workshop 2 -Minugh: Maple Lane, cultural education.

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

Group Contract in Law -Parker: [The Political Rights and Status of Indigenous Nations](#).

Field Studies

Each student will be required to do eight to twelve hours of field studies in 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. Selected films will be available on reserve in the library for viewing on campus. 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.

Each field trip must be documented with a one-page reflective paper and must be approved ahead of time by your seminar leader. List the number of hours and location of each event at the top of the paper.

Students continuing in the program spring quarter will document four events of two hours each (8 hours total) and prepare a spring community service plan. All others will document six events of two hours each (12 hours total).

Option 1: Four events (8 hours) and a community service project plan for spring.

OR

Option 2: Eight events (12 hours).

Looking Ahead: Community Service

Spring quarter will be structured for group or individual projects that involve internships or community service projects based on program topics, themes and issues. During the winter you will put together a plan that will be approved for the spring. You will identify the work you will be doing, make connections to the community, get appropriate permissions to implement your project, and write a 1-2 page plan that outlines your ideas. (See handout for more details.)

Personal Weekly Journal

Your weekly journal is different from all of your other class writings. It is your personal synthesis of ideas, experiences, and reflections on how you are making sense of the quarter and how you are challenging yourself. 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 synthesize 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?

Staff Support:

Writing Center: Olivia Archibald and writing tutors: ext. 6420

Program Assistant: Deborah Hall

Library Resources: Terry Hubbard

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

Week One**Assignments:**

Readings: Chapters 1-2. Wearne, Phillip. *Return Of The Indian*.

Reading response due Thursday.

Tuesday:

9:00-11:30	All Program Meeting	LC 1002, 1007 B & C
	9:00-9:30	
	Story	
	Introduction and Handouts	
	Film & Discussion: Voices Of The Amazon	
1:00-2:00	Orientation for new students	L1600
	Film: War Against the Indians	

Wednesday: 9:00-11:00 Seminar:

Introductions: Names, Seminar Etiquette, Expectations, etc.

Thursday:

9:00-12:00	All Program Meeting	Recital Hall: Communications Building
	Animated film and Lecture; "The Reign Of Dogs," Ruth Hayes	
	Group Workshop: Who are Indigenous Peoples?	

1:00-3:00 Seminar: Carol Minugh
 3:30-5:30 Seminar: Rebecca & Steve
 First Reading Response Due

Week Two

Assignments:

Readings: Finish Wearne, Phillip. *Return Of The Indian*.

Tuesday: 9:00-11:30 All Program Meeting LC 1002, 1007 B & C
 Story
 Lecture: Steve Niva, Internal Colonialism, struggles for human rights, and self determination.
 Film: Zapatista!

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

Wednesday: 9:00-11:00 Seminar

Thursday:

9:00-12:00 All Program Meeting LC 1002, 1007 B & C
 Guest Speakers- Indigenous Struggles in the Amazon
 Film: Indigenous Peoples in Bolivia
 Discussion

1:00-3:00 Storytelling and Writing Workshop: Biography & personal reflections
 Rebecca LC 1007 B

Preparation: read: "In Hunger Of Memory," Richard Rodriguez (on reserve in the Library.) How does he explore language, culture, family, memory, and tradition?

3:30-5:30 Seminar: Carol's Seminar will meet in L 1505

Week Three

Assignments: Ch. 1-7; Mohawk, John. , *Utopian Legacies: A History of Conquest & Oppression in the Western World*

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B &
 Story
 Personal History Presentation sign-up: Weeks 4 or 5
 Guest speaker

1:00-4:00 Workshops

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

Thursday: DAY OF ABSENCE

Friday: Day of Presence (Optional)

Week Four

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

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
 Story:
 Film: Full Circle-- Indians Of Washington State
 1:00-4:00 Workshops

Wednesday:

8:00-5:00 Field Trip: Daybreak Star Cultural Center- Discovery Park, Seattle.
 Bernie White Bear, Lee Piper, Willard Bill.

Thursday:

9:00-12:00 All Program Meeting LC 1002, 1007 B & C
 Film: Cannibal Tours
 Student Presentations—Personal History

p.m. Seminar Reading Response Due
 Turn in topic for research paper
 Fifth-week evaluation conferences sign-up

Week Five

Assignments: Hulme, Carrie. *The Bone People*.
 Portfolios Due

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
 Story
 Film: Once Were Warriors, Alkali Lake
 1:00-4:00 Workshops

Wednesday: 9:00-11:00 Seminar Reading Response Due
 Turn in Portfolio at Conference

Thursday:

9:00-12:00 Student Presentations—Personal History (cont.)

p.m. Seminar Handout: Mid-quarter Examination questions

Week Six

Assignments:

Readings: Menchu, Rigoberta. *An Indian Woman In Guatemala*

Optional Reading--on reserve in the library: Short Story: *And We Sold The Rain*, "Guatemala 1954-Fineral For A Bird," Arturo Arias.

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
 Story:
 Group meetings: Mid-quarter examination
 Film: Daughters of Ixchel: Maya Thread of Change
 1:00-4:00 Workshops

Wednesday: 9:00-11:00 Seminar

Thursday:

9:00-12:00 All Program Meeting LC 1002, 1007 B & C
Carol Minugh—Cultural Survival
First Meeting- Final Performance Groups

p.m. Seminar Mid-quarter examination due.

Week Seven

Assignments:

Readings: Chapters 2,3,6,8,9,11,12,14,15,18,19,Epilogue. Mander, Jerry. *In The Absence Of The Sacred*.

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
Story:
Rebecca: Lecture on technology and indigenous peoples.
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: Winds of Change, Broken Arrow
Second Meeting: Final Performance Groups
p.m. Seminar (First draft of research paper due, Rebecca's and
Steve's seminars.)

Week Eight

Assignments:

Readings: *Cultural Survival Quarterly*, Twenty-Five Years Of Indigenous Movement: Africa and Asia

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
Story:
Guest Speaker
Film: Bushmen of Africa
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: Narmada Dam/ India
Guest Speaker
3:30-5:30 Seminar Final Draft, Research Paper

Week Nine

Assignments: Readings: Alfred, Taiaiake. *Peace, Power, Righteousness*.

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
 Lecture: George Huron, President-- Indigenous Institute, Vancouver B.C.
 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
 Final Integration Discussion—Led by students
 Third Meeting: Final Performance Groups
 3:30-5:30 Seminar

Week Ten

Assignments:

Tuesday:

9:00-11:30 All Program Meeting LC 1002, 1007 B & C
 Student Presentations
 1:00-3:00 Student Presentations
 3:30-5:30 Student Presentations

Wednesday: 9:00-11:00 Student Presentations

Thursday:

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

Final Evaluation Conferences