

ANT 300-001 Special Topics: American Indian Women
Syllabus and Policy Statement
 Spring 2006

Professor Stephanie May de Montigny
 Class location: Arts and Communication S118
 Class meeting times: Tuesdays and Thursdays 1:20 – 2:50 pm
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 Office location: Arts and Communications Building, Room 318
 Office hours: Tuesdays and Thursdays 3:30 - 4:30 and by appointment

Course Description

Through this class, students will learn about North American Indian women, their lives, perspectives, histories, cultures, and contemporary issues. The course will explore and critique the representations of Native women past and present. We will discuss the colonial era, exploring Native and European sociocultural and ideological bases for gender roles and relationships. The class will discuss how Natives and Europeans clashed in regard to gender expectations and how these conflicts shaped American Indian cultural change and continuity. From there we will transition into the contemporary era to discuss issues relevant to women's lives today such as family, kinship, and gender roles, health, alcoholism, education, language and cultural preservation. What are the roles of women in cultural preservation and change, in the social, political, and economic welfare of their tribes and families? We will explore these issues not only through the writings of anthropologists, but also through the voices of American Indian women themselves as expressed through essays, ethnography, autobiography, and fiction.

We will read a wide range of texts including ethnography, ethnohistory, autobiography, and fiction to approach an understanding of American Indian women's experiences and perspectives. In anthropology, writing methods are intertwined with theory and research methods in representing peoples and cultures to an audience. In this respect, we will explore not only the content of these materials, but also their literary style and writing methods in terms of their strengths and weaknesses in representing American Indian women, their perspectives, lives, and cultures.

The course also emphasizes how to approach study, research, and writing about Native Americans in an ethically responsible, accountable, critical and reflexive manner. These issues arise from a long history of non-Indian mistreatment of American Indians, whether from government officials, scholars, or others. In this respect, we will discuss ways to avoid or reduce the objectification of people in research, writing, discussion, and study. The course will emphasize how to reduce overgeneralization and oversimplification by exploring the diversity and complexity of American Indian women's perspectives and experiences through texts and films. Throughout the semester, we will also address issues of power, agency, voice, and authority as they pertain to research, reading, writing, and learning about Native American women and cultures.

Explorations of the above topics and ethical issues will require you to develop your critical and reflexive thinking and apply it to your reading, discussions, and writing. For example, in exploring the history of the indigenous women of North America, how do we interpret archeological evidence and historical accounts written by non-Indians (who were also most often men)? What are the strengths and limitations of this information and of our own interpretations of it? To be critical and reflexive, you should not only consider the strengths and weaknesses of what you are reading, but you should also reflect back on your own position, your background, perspectives, and biases. What aspects about yourself affect the ways that you interpret what you read and how you write? In all your assignments, you will be expected to support your points and arguments with solid and thorough research and evidence. You will also be expected to carefully consider and discuss counter-arguments and views that oppose your own. Such processes show thorough understanding of the material and critical analysis and will strengthen your credibility and authority as a writer.

Another objective of this course is to acquaint the students with historical and contemporary anthropological theory and methods and how these have shaped research, representation, and learning about American Indian women. To this end, we will discuss past and present ways that anthropologists have studied Native American peoples and the ethical issues that have arisen in the process. We will also explore several key anthropological concepts such as participant-observation, cultural relativism, and ethnocentrism that have influenced the research, writing, interpretation, and representation of American Indian women, cultures, experiences, and perspectives.

Readings:

(Referred to in the syllabus by author's last name)

Texts:

Ella Cara Deloria. *Waterlily*. 1988.

Articles and Other Reading Selections: (On EReserve)

- Julie Cruikshank. *Selections from Life Lived Like a Story: Life Stories of Three Yukon Native Elders*. 1990.
- Lucy Eldersveld Murphy. *Autonomy and the Economic Roles of Indian Women of the Fox-Wisconsin Riverway Region, 1763-1832*. in Nancy Shoemaker, ed. *Negotiators of Change: Historical Perspectives on Native American Women*. 1995.
- Clara Sue Kidwell. *Choctaw Women and Cultural Persistence in Mississippi*. in Nancy Shoemaker, ed. *Negotiators of Change: Historical Perspectives on Native American Women*. 1995.
- Carol Douglas Sparks. *The Land Incarnate: Navajo Women and the Dialogue of Colonialism, 1821-1870*. in Nancy Shoemaker, ed. *Negotiators of Change: Historical Perspectives on Native American Women*. 1995.
- Harry A. Kersey, Jr. and Helen M. Bannan. *Patchwork and Politics: The Evolving Roles of Florida Seminole Women in the Twentieth Century*.
- Pauline Turner Strong. *Selection on Pocahontas from Captive Selves, Captivating Others*. 1999.
- Bunny McBride. *the Spider and the WASP: Chronicling the Life of Molly Spotted Elk*. in Brown and Vibert eds., *Reading Beyond Words: Contexts for Native History*. 1996
- S. Elizabeth Bird. *Savage Desires: The Gendered Construction of the American Indian in Popular Media*. in Meyer and Royer, eds. *Selling the Indian: Commercializing and Appropriating American Indian Cultures*. 2001.
- Mary Shepardson. *The Gender Status of Navajo Women*. in *Women and Power in Native North America*. eds. Klein and Ackerman. 1995.
- Joy Bilharz. *First Among Equals?: The Changing Status of Seneca Women*. in *Women and Power in Native North America*. eds. Klein and Ackerman. 1995.
- Sue-Ellen Jacobs. *Continuity and Change in Gender Roles at San Juan Pueblo*. in *Women and Power in Native North America*. eds. Klein and Ackerman. 1995.
- Patricia Albers and Beatrice Medicine. *Lakota Star Quilts in their The Hidden Half: Studies of Plains Indian Women*. 1983

Course Requirements and Grading: Your final grade for the course includes the following:

Research Paper: 25%

Exam: 20%

Annotated Bibliography Group Project: 15%

(Includes: Individually written bibliography, group presentation, peer evaluation of group members' contributions)

Written Questions for Discussion: 15%

Other Written Assignments (to be announced): 10%

Class Participation: 15 %

-Discussion and Participation

- Oral Presentation on Research Paper
- Other activities as assigned

Description of Assignments

Some of the assignments are described here to give you an idea of what to expect. More detailed guidelines for particular assignments will be given at the appropriate time. If you do not understand any of these requirements, please ask. You should keep all assignments and assignment guidelines until the course is over. **All written work must be typed or it will not receive credit!**

Discussion Questions:

On certain weeks, you will turn in a **typed** list of three to five questions or comments about the readings assigned for that date (When reading one particular text over several sessions, these questions should cover the reading in that text up to the date on which questions are due).

In this activity, you may think about and explore the topics and issues of the readings, address content or ideas that you find confusing or unclear, point out what you feel are the strengths and/or weaknesses of the authors' discussions and arguments. Regarding each question, you should write several sentences about why you found this question or issue provocative, interesting, or confusing. In other words, comment on the issues as discussed in the text, then discuss what you think about the topic and how you relate it to your own perspectives and experiences.

A sample question follows:

What is the importance of joking performances among the Apache people? Why is joking about the "Whiteman" dangerous?

Basso talks about social meanings and cultural or interpretive meanings to Apache joking. In one respect, social meanings have to do with how joking performances reveal and shape the joker's relationship to the audience and to the person who acts as the butt of the joke. However, such jokes can be dangerous because if taken seriously a person could take offense, and the relationship could be damaged. I can see similar practices in my own life since people act differently depending on whom they are around. One would not tell certain jokes to someone whom one did not know well.

Grading of Discussion Questions: Discussion questions will be graded in the following manner:
3 = Exceeds expectations: Does everything mentioned to receive a 2 and goes beyond the minimum requirements for discussion questions. Explores the issues in an especially thought-provoking and insightful manner.

2 = Meets expectations: Fulfills guidelines of the assignment. Demonstrates knowledge of the reading. Shows critical evaluation of the issues discussed. Relates the topics to one's own knowledge and experience.

1 = Does not meet expectations: Fails to fulfill the minimum requirements of the assignment or follow the assignment guidelines. Does not discuss the issues thoroughly.

Annotated Bibliography Project:

Each group will be assigned a topic such as education, diabetes, alcoholism, domestic violence, fetal alcohol syndrome, language preservation, or cultural preservation. You may wish to have each person in your group research a particular tribe in relation to your topic.

The assignment consists of the following parts:

1. The Annotated Bibliography: Each individual in the group must submit a typed annotated bibliography (see syllabus for guidelines for written assignments) consisting of three scholarly books and/or articles (a selection in an edited volume counts as an article). Students within the group may

work together to find these sources, but each student's bibliography must be unique—no duplication of sources. To annotate the bibliography, each student should read the works and write a one paragraph summary of each source. In the format of the bibliography, cite the source place the annotation below the citation. See the Style Guide posted on D2L for the appropriate citation format. Each student will receive his or her own, individual, grade on the annotated bibliography.

2. The Group Presentation: Use what you have learned through reading your sources and creating your annotated bibliography to contribute to your group's presentation to the class. Your presentation will be approximately fifteen minutes long, and each member of the group should participate. You may bring visuals, Powerpoint, or other material to enhance your presentation. Each student will receive an individual grade based on their participation in the presentation.

3. Peer Evaluation: This should consist of a one-page, type-written evaluation of the contributions of the other members of your group to the project. You will not evaluate the presentation itself, only the group work up until that point. The grade for this portion will be incorporated into the grade for the written bibliography.

Research Paper:

Anthropologists are writers, and writing about their research is what anthropologists do. Therefore, writing is also what you will do in this class. One of the most important and useful tools that you will learn in college, writing skills will help you in many areas of life after you graduate.

This is a chance for you to further explore topics that are interesting to you and about which you will enjoy learning more. As a group, the class benefits greatly from hearing about the variety of topics that students choose to research.

You will complete an **8 to 10 page** paper (see due date in syllabus). Your topic should conform to the assignment guidelines, be related to the issues raised in the course, and must be approved by the professor. In the paper, you should not merely relate information but should take an analytical stance regarding your subject.

****In your paper, you will also be required to compare what you have learned in your research to one of the readings for class.** The exact nature of this section will vary for each paper, so if you are not sure what to do, you should discuss it with me. If you do not include this discussion, your paper grade will receive a significant deduction.

You should also discuss opposing points of view on the matter, and evaluate the authors of your sources for credibility. In choosing your topic, it will help you to do a cursory library search to see what kinds of resources are available on a topic, what issues are prevalent, what points of contention exist.

Through the paper, you will learn and practice appropriate methods to cite and acknowledge the sources from which you obtain information. Citation and bibliographic format will follow that used by the American Anthropological Association. Failure to cite sources thoroughly and/or to follow the appropriate format will cause a deduction in the paper grade. You will receive a style sheet outlining this format later.

The paper targets library research and use of the article databases and indexes available through the library's homepage. You will be required to use **at least three sources (scholarly articles or texts) published in 1995 or later** (unless otherwise noted by the professor). If you are having trouble finding sources, please speak to me. You may only use **one Internet website** for this paper, and you must complete a website evaluation (see me) for it. Over-reliance on websites as sources will greatly reduce your paper's grade. However, scholarly articles from reputable journals and electronic scholarly books that are available in full-text on-line are acceptable. Failure to use appropriate sources will cause a deduction in the paper's grade. If you're not sure if a source is appropriate, ask me.

When the paper is due, **in a pocket folder** turn in:

-two copies of your paper with bibliography (one copy will remain on file with me)

Paper Topic: *Profile of an American Indian Woman: Leader, Activist, Author, Artist*

For this paper, you may be delving into genres of biography, autobiography, and literature. Depending on whom you choose, you will have to look for texts and articles written both about and by the particular individual. Questions you should consider include (but are not limited to): What were the formative events and influences that shaped this person's life, work, and outlook? How has this person affected other American Indian people and American (or Canadian) society more generally? If you choose an author, you will have to read both a sampling of their poetry or fiction, as well as critical reviews of their work and biographical information. Information about many of the individuals mentioned below may be contained in edited volumes of essays, articles, and literature.

The questions you ask, thesis or argument that you form, and strategies for research, will vary widely according to whom you write about, and should be discussed with me. You should compare what other authors have said about this individual, what the individual wrote about him or herself, and the opinions you, yourself, have formed by reading all this information. Your thesis or argument must be analytical, not just descriptive, and support your points with evidence throughout the paper.

Class Policies

***Special Note:** Because of budget cuts and resulting efforts to reduce the university's use of paper, handouts, assignments, guidelines, and other documents will be distributed to you via the class Desire2Learn (D2L) site as much as possible. Students are responsible for printing out and bringing the appropriate documents to class. For your convenience, I recommend printing out all the available documents at the beginning of the semester, assembling them together like a course pack, and bringing them with you to each class so you will always be prepared. Other documents may be placed on the site later.

You should also check your university email account frequently each week for announcements, documents, and other information from the professor. You will be responsible for keeping up with any information distributed in this manner.

Attendance, Absences, Lateness:

- You are expected to attend every class and to arrive promptly. Late arrivals disrupt the class. After **three** late arrivals, each subsequent late arrival will incur a **1 point deduction from the final course grade**.
- After three absences, each subsequent absence will result in a **2 point deduction from the final course grade**.

Example: Your final course grade is a 60, or a D. If you were absent four times, the fourth absence causes you to lose 2 points. As a result, your final grade would be a 58, or an F.

- It is your responsibility to keep track of your absences and lateness. **Excessive occurrences of either can cause drastic reductions in your final grade.**
- Any out of class conferences, activities, or film screenings will be included in the attendance grade.
- If you must miss a class, you are responsible for getting the assignment guidelines, notes, and any announcements from another student. If you miss a film, you must see it on your own time.
- If you miss a class, you are still responsible for getting guidelines and turning in any assignments on time. **No assignments will be accepted via email, computer disk, or CD.** You may turn in work early or have another student deliver it for you.
- Save any absences to use when you are sick, or when you have an emergency. **All absences count towards the number allowed regardless of excuses, including illness and sporting events.** If you find that a chronic problem prevents you from attending class, please discuss it with me. An absence will only be excused if you provide a doctor's note for a medical problem or documentation for other reasons.

- You are expected to stay in class for the full length of each session. Leaving class is only allowed during designated breaks. Since this is also disruptive to the class, leaving early will count against you the same as a late arrival.

Participation:

This class will rely on a great deal of discussion to delve into topics brought up through readings, films, lectures, and other avenues. For this reason, your contributions are very important. Discussions will emphasize the exploration of issues as a class moreso than mere quantity of an individual's comments. Your participation will be evaluated on how well you listen to the comments of others and build upon them furthering these investigations for the class as a whole.

Not only do I expect you to make an effort to contribute to class discussions, but I also expect you to be respectful and polite to myself and your fellow students. I encourage you to express your thoughts, but do so in a manner that is sensitive to your fellow classmates. In addition, give others 100 percent of your attention when they are speaking. This means no talking when other students are or the professor is addressing the class, no reading the paper, eating, other disruptive activities, or modes of disattending. Such behavior is distracting to the class and disrespectful to the professor. **Behaviors such as these will count against your participation grade.** You will be responsible for all information that is brought up in discussion as well as lectures. You may bring a drink to class, but **no food**, please, unless the professor designates special arrangements.

Handing in Assignments:

- For written assignments, you must turn in a **paper** copy. **No assignments will be accepted via email nor on computer disk or CD.** If you turn in an assignment in this manner (email or disk), **it will be considered late until you turn in a paper copy** to the professor.

- No make-ups will be allowed for in-class work such as writing exercises or small group work.
- The paper will not be accepted if any of the prior stages of the paper (topic proposal, bibliographies) have not been submitted to and approved by the professor.

- Format for written assignments:

These guidelines apply to **ALL** written assignments unless otherwise noted by the professor. Other requirements will be discussed when the assignments are given. Failure to fulfill these specifics will result in deduction from the assignment grade. See the professor if you have any questions about guidelines.

- Neatly typewritten
- Double-spaced
- Single-sided sheets
- Carefully and thoroughly proofread and edited(Careless mistakes and sloppy editing will count against you.)
- Page numbers
- Font - a reasonable size (12 point) and style (such as Times Roman or Helvetica)
- Margins - one inch all around
- Do not include extra line spacing between paragraphs.
- Long quotes of four or more lines should be indented on both sides and single spaced.

*Keep in mind that, while spell-checkers are great, they do not catch everything (read vs. red, for example). You must still proofread carefully yourself.

- For bibliographies and in-text citations, you must follow the format as outlined by the professor. (We will go over this later.) If you are not clear on any of the details of this format, do not hesitate to discuss it with me. **No endnotes or footnotes!** Failure to follow appropriate format and/or failure to cite sources properly will cause a reduction in the grade.

Late Assignment Policies:

- Late assignments will incur a percentage point deduction from the grade for that assignment as follows:

- Same day, after class (**regardless of excuses**): 5%
- Each subsequent day late (This includes weekends.): 10%

For example, you turn in an assignment worth a total of 20 points. You receive 18 points or 90%, AB. However, if you turned it in after class, you would lose 5% or one point for a total of 17 points or 85%, for a grade of B. If you turned it in a day late, your 18 would be reduced 10% or 2 points for a final grade of 16, 80%, BC. If you turned it in two days late, the score would be reduced by 20% or 4 points, and so on.

- Please, keep in mind that **repeatedly turning in assignments late can cause a serious reduction in your overall course grade**. Late deductions occur in addition to any deductions the assignment itself receives (see example above).
- Assignments will not be accepted after five days late**. (Keep in mind that at five days late the highest grade an assignment could receive would be a 50% or an F!)
- How late an assignment is will be determined by when the professor receives a paper copy. In other words, if you drop a paper in my box after office hours for the day, it will not be received until the next day and will receive a full day's deduction.
- If you have a chronic problem for which accommodation may be considered, you must discuss this with the professor **before the assignment is due**. If you have not done so, the assignment will be subject to the late policies outlined above.

Other requirements:

You must have access to a computer and university email account.

Scholastic Honesty and Responsibility:

All classwork and assignments must be your own original work. Also you may **not** turn in papers you have done for other classes. Turning in work that is not your own (such as papers or portions of papers, articles, etc.), or any other form of scholastic dishonesty, such as plagiarism or collusion, will result in a major course penalty, possibly failure of the course. It will also be reported to the appropriate University administrator and may result in further repercussions for you. If you have any questions about how to appropriately cite and acknowledge sources, or what constitutes plagiarism and/or collusion, see me or the consultants at the University's Writing Center.

Cell Phone Policy:

Turn off all cell phones (and pagers, etc.) before class begins. Excessive interruptions due to cell phone noise will count against you in the same manner as late arrivals.

Disabilities:

If you require any accommodations for a disability, please inform me as soon as possible.

Grading Scale:

The grades conform to the following:

A = 93 - 100%	C = 73 - 77%
AB = 88 - 92%	CD = 68 - 72%
B = 83 - 87%	D = 60 - 67%
BC = 78 - 82%	F = 0 - 59%

To ensure the confidentiality of your grade, I will not discuss it via email or telephone, nor with anyone outside the University, such as your family members.

Grading Criteria:

All assignments will be graded according to their fulfillment of the requirements. All written assignments will be evaluated for content, sufficient research, and well-supported arguments. They will also be assessed according to effective writing organization, clarity of style, conciseness, and careful proofreading. In all assignments requiring use of outside research, you should show appropriate use and acknowledgment of those sources. You should also evaluate these sources for their perspectives on the issues and reliability.

A D may be given when a writer, while demonstrating a general understanding of the topic and concepts, has not fulfilled all parts of the assignment. A paper may also receive a D if the writer does not adequately support the points and argument or if elements of the writing style and/or organization impede the readers' understanding. If you misunderstand the assignment; show little understanding of the necessary concepts; or ignore the technical requirements of topic, length, or format, your paper may receive an F. If you need help identifying problems in your writing, consult your professor or the Writing Center.

Contacting the Professor:

I am available at my office during the hours listed above, unless otherwise noted. You may come by or make an appointment during those times. You may also make an appointment with me outside of those hours if you cannot meet at that time. I am often in my office at times other than my designated office hours, and you are welcome and encouraged to stop by. I can be reached by email and will respond to your messages as quickly as possible. However, do not expect responses to your email in the middle of the night nor at the last minute before an assignment is due.

Incident Weather: In general, the University does not cancel class for bad weather. However, in the case of any unexpected circumstances that may impact our class meeting, the professor will inform you by email, if possible. If time does not permit this, an announcement will be posted at the classroom door (barring any unforeseen circumstances).

Course Syllabus:

I have arranged this syllabus as a grid for clarity and easy visual reference. First, the topics covered in class are indicated for each section. The left hand column designates the date, the middle column refers to readings assigned for those dates, and the right hand column shows the assignments that

are due in class on the corresponding date. Texts and articles are referred to in the syllabus by author's last name. Longer texts are assigned in a manner that will help you keep up with them.

Readings will be discussed on days for which discussion questions are due and also may be discussed whenever they are listed in the syllabus. Lectures and activities will also be related to these readings. Therefore, it will be beneficial to you to have read the readings assigned for each class meeting and be prepared to discuss them. You should bring the assigned text or article with you because it is likely that we will refer to it during class.

The syllabus is subject to change as deemed necessary by the professor. The student is responsible for keeping track of any changes announced in class or otherwise. You should also bring your syllabus to class each time so you may make note of any changes that arise. If you have any questions, please see me.

SYLLABUS

<u>Date</u>	<u>Readings</u>	<u>Assignments / Activities</u>
Week 1 Tues Jan 30	Introduction	
<p><u>Representation of American Indian Women - Part I: Print Media</u> How are Native women depicted in the media? What associations are made or drawn upon in these depictions? How do such depictions relate to relations of power between ethnic groups in the United States? How are visual or textual associations made to Native Americans in advertisements? What connotations do such references evoke? How do they influence the audience?</p>		
Thurs Feb 2		<p>Meet at Polk Library Activity: Search for, collect, and analyze depictions of Native American women in popular magazines (Vogue, Glamour, Arizona Highways, Travel, etc.)</p>
Week 2 Tues Feb 7	Readings: Bird	<p>Discussion Questions Due In Class Writing Exercise: Compare Bird's arguments to magazine findings from last class</p>
<p><u>Representation of American Indian Women - Part II: Film</u> How are Native women depicted in film? What ideas about history, culture, and gender roles do such depictions draw upon? How do such depictions influence both Native and non-Native audiences? How do such depictions relate to relations of power between ethnic groups in the United States?</p>		
Thurs Feb 9		<p>Group presentations concerning depiction of Native American women in film (Little Big Man, Last of the Dogmen, Last of the Mohicans, Dances with Wolves, etc) Class discussion of Disney's Pocahontas</p>

<u>Colonialism and Gender Roles</u>		
How did Native American and European peoples view gender roles differently?		
How did these different perspectives relate to their ideologies, cultures, and social organization?		
What were the effects of European contact on indigenous socio-cultural, political, and economic life, gender roles and relations, ideology, and so on?		
How did Native American women, in particular, respond to European contact?		
What were women's roles in cultural continuity and change?		
How do ethnohistorical accounts contrast to the depictions of American Indian women in contemporary film and media?		
Week 3 Tues Feb 14	Readings: Strong	Discussion Questions Due
Thurs Feb 16		
Week 4 Tues Feb 21	Murphy Kidwell	Discussion Questions Due
Thurs Feb 23		Film: Her Mother Before Her
Week 5 Tues Feb 28	Bannan Shepardson Bilharz	Discussion Questions Due
Thurs Mar 2		Film: Mountain Wolf Woman
Week 6 Tues Mar 7	Jacobs	Activity: Survey of gender roles in Native American societies
Thurs Mar 9		Meet at Women's Center: Lesson on making frybread and Indian tacos
Week 7 Tues Mar 14	No Class - Spring Break	
Thurs Mar 16	No Class - Spring Break	
<u>Ella Deloria's <i>Waterlily</i>: Representing Dakota (Teton Sioux) Women</u>		
How does <i>Waterlily</i> transcend literary genres of ethnography/ethnohistory, autobiography, and fiction?		
What are the strengths and weaknesses of these different genres, and of <i>Waterlily</i>, in particular, in representing Native women, culture, and history?		
How does Deloria express both her voice as a Native woman and scholar and an account of Dakota women through <i>Waterlily</i>?		
How does <i>Waterlily</i> represent gender roles, socialization, and kinship in Dakota society?		
How may women's roles in cultural continuity and change be seen in <i>Waterlily</i>?		
What are the roles of individuals of different age groups and genders in educating children?		
How does Deloria's account contrast to the depictions of American Indian women in contemporary film and media and in non-Indian scholarly accounts?		
Week 8 Tues Mar 21	Readings: Deloria, pp. ix - 83	Discussion Questions Due
Thurs Mar 23		Film: Lakota Woman

Week 9 Tues Mar 28	Deloria, pp. 83 - 162	Discussion Questions Due
Thurs Mar 30		Annotated Bibliographies Due Group Presentations
Week 10 Tues Apr 4		Presentations cntd. and discussion
Thurs Apr 6	Deloria, pp. 162 - 244	Discussion Questions Due
<u>Autobiographical Accounts of Women's Lives</u>		
How do individual women describe their methods of educating children?		
What is the significance of language and storytelling in women's lives?		
What can one learn about gender roles and kinship through this autobiographical account?		
About women's roles in cultural continuity and change?		
What are the strengths and weaknesses of autobiography in representing Native women, culture, and history?		
How does autobiography compare to non-Indian depictions of Native women, both scholarly and in the popular media?		
Week 11 Tues Apr 11	Readings: Cruikshank	Group storytelling exercise: Small student groups make up stories relevant to their own lives based on themes found in excerpt from Cruikshank
Thurs Apr 13		Film: on Northwest Coast potlatch and hamatsa ritual
<u>Women, Culture, and Art:</u>		
How does the relationship between art and gender roles differ across cultures and age groups?		
What are the roles of women in art? How does this speak to their importance in cultural continuity and innovation for their people?		
How does art relate to the expression of identity?		
How does art challenge our ideas about cultural continuity and change?		
Week 12 Tues Apr 18	Medicine and Albers	Discussion Questions Due
Thurs Apr 20		Films: Navajo women weavers; Pueblo potters
Week 13 Tues Apr 25	McBride	Discussion Questions Due
Thurs Apr 27		Papers Due Film: Native American Dance Theater
Week 14 Tues May 2		Student Presentations
Thurs May 4		Student Presentations
Week 15 Tues May 9	Exam	

Thurs May 11		Student Presentations Giveaway and Potluck Feast
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