

AIS 370
AMERICAN INDIAN WOMEN AND ACTIVISM

Dr. Theresa Gregor
Office: SBSB 1118
Office#: 760-750-3532
Office Hours: MW 9-10:00am & by appointment
Email: tgregor@csusm.edu

Fall Semester
August 31-December 14
MW: 11:30-12:45
Meeting Room: UH 237

**Please turn off or silence all electronic equipment before entering the classroom and I will do the same.*

Course Description and Objectives

This course examines the roles of American Indian women in politics, social work, education, business, environmental studies, health care, culture and community. The class compares American Indian socio-cultural values and concerns to analyze the ideology of the predominantly white feminist movement vis-à-vis the goals and concerns of the “Red Power” movement to develop an understanding of the role of American Indian women in tribal communities and how these women advocate for and enact social justice and change. As such, the course philosophy is based on tribal epistemologies and intellectual histories grounded in place, relationship, culture, and the intergenerational experiences of tribal women in the US and Canada. Course readings, films, and guest lectures will provide an overview of contemporary experiences of American Indian women in the United States from an American Indian perspective—which means that we will be focusing on tribally-specific ways of knowing to define gender, gender roles, community, and community activism. The course readings are about and by American Indian female activists, female tribal leaders, and American Indian women writers. The lived experience and reality these American Indian women face, shape, and change range from topics such as: domestic violence, racism, sexuality, culture and language revitalization to education, health, wellness and decolonization.

This course aligns with the following General Education Program Learning Outcomes (GEPLOs):

2	Compare and contrast relationships within and between human cultures.
3	Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
4	Use oral communication to effectively convey meaning to various audiences.
5	Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry.
6	Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position.
8	Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments.
9	Apply knowledge gained from courses in different disciplines to new settings and complex problems.

Course Student Learning Outcomes

At the end of the semester, students will be able to:

1. Demonstrate knowledge about the diversity and complexity of American Indian women, their identity and lived experience.
2. Analyze and articulate how the roles of American Indian women in their social, political, economic and religious tribal settings were disrupted by colonization.
3. Describe the contributions of American Indian women to the survival of their tribes.
4. Critique stereotypes of American Indian women.
5. Contrast the development of modern roles of American Indian women as they relate to non-Native women in contemporary society.
6. Communicate in written and oral forms the historical, cultural, and political significance of American Indian women and their ideological/cultural beliefs.

Grades and Course Expectations for Success

Final Grades are based on the following distribution:

Participation:	15%
Literature Review:	15%
Biographical Essay:	20%
Quizzes/Exams:	30%
GIS Group Project:	20%
Total	100%

A = 94-100	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = 59-Below
A- = 93-90	B = 86-84	C = 76-74	D = 66-64	
	B- = 83-80	C- = 73-70	D- = 63-60	

Participation: This course requires 3 hours of in-class work and 6 hours of outside-class or homework each week. You are expected to read all the assignments—there is no shortcut for hard work, dedication, and commitment to learning. I expect everyone to attend each class meeting, and to notify me ahead of time if you will be absent. When I am travelling, you will be responsible for logging into Cougar Courses to complete the class assignments online or attending class for a film-viewing session. For participation credit, you must attend class and participate in class discussions. You also must be on time and stay for the entire class period. You will also draft *at least three* (3) **Points for Discussion** (PFDs) about issues, concerns, questions, and related points from the readings and from contemporary news or social issues to contribute to class conversations. I will collect, read, respond, and grade these. They are worth 10 points. In addition you will be responsible for writing new and/or updating existing definitions for two (2) **Keywords** to our class list from readings, discussions, or your own research. You have until the final week of classes to add/update your Keywords. Finally this class is both lecture and discussion-oriented in class and, occasionally online, and everyone must participate. **15%**

There are three writing assignments to complete that fulfill the university writing requirement of 2,500 words per course:

Literature Review. Write a 3 page review and critical analysis of a book about an American Indian woman, her life, activism, and tribal identity. The book cannot be one of the required readings. The Review must also include an Annotated Bibliography, and you will be required to provide a 5-minute presentation of your analysis/review to the class using PowerPoint, Notes, Prezi, or other form of digital media. **15%**

Biographical Essay: Write a 6-7 page biographical essay about the life and activism of an American Indian woman; you must analyze and document the historical and social context of her activism. You must include a bibliography and works cited page with outside academic primary and secondary sources. I will provide the class with a list of women to consider and to choose from; and I will consider women of your choice on a case-by-case basis. **20%**

Quizzes and Exams: I will give weekly quizzes and two exams. We will not have a final exam. Your final projects will be presented in groups during our final exam scheduled meeting time. All test formats include multiple choice questions and short written responses. The exams are a combination of multiple choice, possible short answers or major essays. Under extraordinary circumstances a missed exam may be made up one week after the exam was taken. You will need a mini-essay Scantron for these exams. Quizzes may be unannounced and they will cover readings, lectures, and videos. Missed quizzes cannot be made up. **30%**

Final Group Project: *California Indian Women and Social Change:* working in small groups, you will conduct research about California Indian communities to identify American Indian women working in our state for social justice and social change. You will be responsible for creating a dynamic Story Map Journal/Presentation that utilizes GIS technology, course readings, your own research, and visual aids (photos/videos) to describe the tribal community, the California Indian woman's role in the community, and the issue/activism she is an advocate for. I will provide you with an in-class tutorial for the project that includes a sample template; we will work with the GIS Lab for additional technical support from Instructional and Information Technology Services (IITS). **20%**

Other Policies That Affect Your Grade:

- 1. Extra Credit:** Viewing a major film, attending a tribal cultural or arts event, or a lecture, with prior permission, will count for extra credit when you submit a short 1-2 page written summary of the event (proof of attendance is required—you can earn up to 30 points in extra credit. Each event will be worth 10-15 points, based on your writing/explanation of the event's contribution to your overall knowledge and will be added to Participation Grade).
- 2. Cell Phones & Laptops:** NO CELL PHONE USE DURING CLASS. Turn off cell phones at the start of class. Bring paper and a writing utensil for note taking. I write key points and interesting ideas from class discussions on the board. I encourage you to record all information written on the board; the material typically ends up on an exam or a prompt for a quiz. Laptops are not necessary for this task in class and are often a distraction. If you are using your Laptop during class for purposes other than note taking or working on a related assignment, I will ask you turn it off, and you will lose your participation points for the day. If you are asked more than twice to turn off your Laptop, then you will not be allowed to bring the computer to my class for the remainder of the semester. Failure to adhere to this policy

will reduce your participation points for the semester.

3. **Writing Assignments:** Use a Computer to draft all writing assignments and essays and frequently back up your work on a flash drive, saving to the cloud, or email it to yourself as an attachment in order to save the file. Save all your work until you receive your final grade. If you have a dispute about a grade received on an assignment that differs from my record, you must show me “proof” of the error. Often this requires that you show me the original assignment that contains my grade. If you have a Mac or use Pages, please figure out ahead of time how to save your work in a word-file; if you cannot convert your work, then email it to me in the body of the message.
4. **Writing Format:** All writing assignments must be typed, double-spaced in a 12-point font or larger with 1-inch margins on the left, right, top, and bottom. All textual citations and bibliographical information must adhere to Chicago Manual of Style guidelines for research and writing: http://www.chicagomanualofstyle.org/tools_citationguide.html.
5. **English as a Second Language:** Students whose first language is not English should discuss any concerns or needs with me as soon as possible. There are resources available for you in the Language Learning Center for tutoring and studying: <http://www.csusm.edu/llc/>.
6. **Participation within an Academic Community:** You may find that you have very strong opinions about many of the issues and questions we will be discussing and writing about in this course. At all times, you are expected to adopt a tone that is respectful of the racial, ethnic, class backgrounds, religious affiliations, political beliefs, sexual orientations, and gender of others. The University does not nor will I tolerate micro-aggressions in the form of verbal or written abuse, slurs, or snide comments.
7. **Office Hours:** If you have a question about your performance on a particular assignment or in the course in general, then please visit me during my office hours to discuss the matter privately. I will not engage in a discussion about your grade when I am preparing to teach or preparing to leave class. However, I will gladly give you my full attention to discuss the matter in my office during my regular office hours or during a scheduled appointment. I am available to meet with you two hours per week to provide individualized assistance with your reading and writing assignments. These sessions can be incredibly productive if you come to them prepared and motivated to improve your performance in the course. I am also available by email to answer questions, address your concerns, and provide feedback on your assignments: tgregor@csusm.edu.
8. **Academic Integrity:** CSUSM has a strict policy dealing with matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance with your assignments. Plagiarism includes the presentation of the work or ideas of others as your own. I expect all students to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. You are responsible for honest completion and representation of your work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. As the instructor, I reserve the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or

the assignment of a failing grade for an exam, assignment, or the class as a whole. You are expected to know and understand university policy regarding academic misconduct and your rights under the academic misconduct code stated. Follow the link to read the full policy: https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html.

9. **Access and Functional Needs Support:** Students with access and functional needs who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.
10. **Scheduled Absences:** Students who need to miss a class session because of a religious holiday, a university sponsored activity (e.g., a scholarly competition or an academic field trip), or a legally required activity (e.g., emergency military service, jury duty) should contact me in advance regarding absence from class. Please submit all travel letters from Athletic Academic Services as soon as possible. Failure to notify me of conflicts or provide letters means absences will be marked unexcused and missing assignments will be negatively impacted according to the grading policy.

REQUIRED READINGS

*Not in order of use—copies will be placed on reserve in the Kellogg Library and made available online in digital formats when possible. An * indicates we will read most or all of this text on a regular basis. We will read selections of three or more chapters from all others.*

1. Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. (U of Hawai'i Press, 1993)
2. *Hazen-Hammond, *Spider Woman's Web About Women's Power*. (Berkeley Publishing Group, 1999)
3. *LaDuke, *All Our Relations: Native Struggles for Land and Life*. (South End Press, 1999)
4. *Mihesuah, Devon. *Indigenous American Women: Decolonization, Empowerment, Activism*. (U of Nebraska Press, 2003)
5. Moreton-Robinson, *Talkin' Up to the White Woman: Indigenous Women and Feminism*. (U of Queensland Press, 2000)
6. Jacob, Michelle. *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing* (U of Arizona Press, 2013)
7. *Cuero, Delfina and Shipek, Florence. *The Autobiography of Delfina Cuero*. (Ballena Press, 1991)
8. Additional secondary readings will be posted on Cougar Courses

9. *Regular reading of newspapers such as the New York Times and Los Angeles Times, watching CSPAN, listening to National Public Radio (NPR) and reading weekly or monthly news magazines such as Indian Country Today, Newsweek, Time, U.S. News and World Report is required. Many of these periodicals are available online and in print for free at the library.*

COURSE SCHEDULE

Updates and changes will be made in writing and posted on Cougar Courses (CC).

- Week 1 (Aug 31-Sep 2) **Introduction, Assignments and Methods of Writing About American Indian Women:** Syllabus and Keywords review (CC); Mihesuah, "American Indian Women and History," (CC)
- Week 2 (Sep 7-9): **No class Sep 7; Methods of Writing About American Indian Women and Traditional Native American Women's Power:** Hazen-Hammond ch.1-5; Read: Mihesuah, Introduction and Ch. 1; Mortensen-Robinson, Ch. 1; *September 12: Ishi, The Archive Performance* by James Luna (Luiseño)—performance or Extra Credit Opportunity—watch *Rabbit-Proof Fence* and compare to *Older Than America*
- Week 3 (Sep 14-16) **Effects of Colonization on American Indian Women:** Read: Mortenson-Robinson, Ch. 2 and 7; Watch: Film *Older Than America*, and Read: Mihesuah, Ch. 6-7—*Answer Film Questions
- Week 4 (Sep 21 & 23) **Healthy and Not So Healthy Male/Female Relations:** Read: Hazen-Hammond Ch. 3, 7-9; Mihesuah, Ch. 9; and Readings Posted on CC.
- Week 5 (Sep 28 & 30): California Indian Day. **American Indian Women Activists & Creative Expression:** Mihesuah, Ch. 10-11 and Readings Posted on CC.
- Week 6 (Oct 5 & 7) **American Indian Women and Violence:** Hazen-Hammond Ch. 4-6,10-12, and VAWA Readings Posted on CC.
- Week 7 (Oct 12 & 14) **American Indian Women and Violence:** GIS Tutorial: "Luiseño Woman Warrior: Juana Majel-Dixon" and **Exam 1 (10/14)**
- Week 8 (Oct 19 & 21) **American Indian Women Food, Health, and Medicine:** and LaDuke: "Akwesasne," "Buffalo Nations," and "White Earth"
- Week 9 (Oct 26 & 28) **American Indian Women and the Environment:** LaDuke: "Seminoles, Northern Cheyenne, and Nuclear Waste"-- **Literature Review Due**
- Week 10 (Nov 2 & 4) **American Indian Women, Poverty and Economics:** Read: Cuero and Shipek; *Guest Lecture*.
- Week 11 (Nov 9 & 11) **American Indian Women and Cultural Activism:** Read Jacob: *Yakama Rising*, Introduction and Ch. 1 and 3
- Week 12 (Nov 16 & 18) **American Indian Women: The First Feminists? & Cultural Differences:** Read: Mihesuah, Ch. 12: **San Diego American Indian Film Festival**
- Week 13 (Nov 23 & 25) **American Indian Women in Politics:** *Film, Indian 101: La Donna Harris Documentary; Guest Lecture.*
- Week 14 (Nov 30 & Dec 1) **American Indian Women in Politics:** Read: Haunani-Kay Trask, "Hawaiians and Human Rights," "Woman's Mana and Hawaiian Sovereignty," and "From a Native Daughter." **Biography Essays Due**

- Week 15 (Dec 2 & 4) ***American Indian Women Activists in Academia***; Read: Mihesuah, Ch. 5; Handouts from: Elizabeth Cook-Lynn, Angela Wilson, Donna Akers, and others. **Sign Up for Group Presentations.**
- Week 16: (Dec 9 & 11) **Exam 2** and **GIS Early Bird Presentations**
- Week 17: (Dec 14) **Finals: GIS Presentations 11:30-1:30; *Grades Submitted Dec. 23**

What can a Minor in American Indian Studies at CSUSM do for you? Interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other socially engaged careers? American Indian Studies is a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Minor is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. I encourage you to explore the possibilities of career development and ongoing community service after graduation by pursuing employment in the American Indian community. Your American Indian Studies Minor can be an advantage in your future career. For more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or IndianCountryToday.