Hist 178

Beyond Pocohontas: History of Native American Women, Gender, and Sexuality

**Course Information**

**Instructor:** Justin Grossman (jgross14@ur.rochester.edu)

**Class Time:** Monday/Wednesday 11:50am-1:05pm

**Classroom:** Rush Rhees 456

**Credits:** 4

**CRN:**

**Course Zoom link:** <https://rochester.zoom.us/j/91093642378?pwd=Zm9DbldmTXFkUnBxWWxrVzZTUVVHdz09>

**Office Hours:** Tuesdays 12:30pm-2:00pm, Wednesdays 1:15pm-2:30pm
 <https://rochester.zoom.us/j/97044439560?pwd=eld2ZWhnRE1hQitHUndjRnR0Qm9yQT09>

**Office Location:** G-122 CA

**Zoom Passcode: 02535 (for both course link and office hours)**

**Course Description**

This course explores Native American histories of women, gender, and sexuality from the foundation of these societies to the present day. This includes how various Native American cultures dealt with and adapted their views of these concepts in response to colonization. It also looks at how European/American settlers used gendered and sexualized notions of Native people to marginalize them in speeches, performances, and films including Disney’s *Peter Pan* and *Pocahontas.* The main goal of the course is to understand how different Native communities created their own understandings of gender and sexuality and how Native women defined their role in an ever-changing world. To do this, we will examine histories produced from a Native perspective ranging from oral histories to modern documentaries. Due to the overwhelming diversity within Native America, this course is not comprehensive. Rather, it draws examples from across North America to consider patterns within these varied histories.

**Course Objectives**

The goal of this course is to examine how Native American cultures have approached issues of gender, gender relations, and sexuality. This requires us to engage with primary sources from Indigenous perspectives as well as the general historiography on these topics and understand the context of settler colonialism under which they developed. Beyond just content, however, this class seeks to challenge you to improve as historians and writers/communicators and prepare you for the types of research-based scholarship you will be asked to do in upper-level courses. Therefore, the class culminates in individual research presentations in which you will get the chance to examine a topic related to our course in greater detail.

**Course Expectations**

To meet the requirements of this course, students should expect to do the following:

* To attend class (this includes arriving on time)
* To prepare for each class in advance by completing all assignments (reading, writing, researching, etc.)
* To participate in all class activities (discussion, group work, freewriting, etc.)
* To raise questions and to offer comments in class discussion
* To engage with and to respect their classmates and instructor

To help students fulfill the requirements of the course, the instructor expects to do the following:

* To maintain a respectful and safe classroom environment
* To respond to students’ emails within 24hrs on weekdays and within 48hrs on weekends
* Please note that I typically do not check my email between 8pm and 8am (EST).
* To be available and to be in his office during designated office hours and when students make an appointment
* To provide constructive feedback to students on their assignments (formal and informal writings) in a timely fashion

*Please note that this syllabus and its policies act as a contract between student and instructor. If you choose to remain in this class beyond the withdrawal date, you have agreed to these terms and conditions.*

**Course Materials**

Required Text(s):

*Sifters: Native American Women’s Lives* edited by Theda Perdue, *American Indian Women of Proud Nations: Essays on History Language, and Education* Edited by Cherry Maynor Beasley, Mary Ann Jacobs, and Ulrike Wiethaus (available online through library), and *Reclaiming Two Spirits: Sexuality, Spiritual Renewal and Sovereignty in Native America* by Gregory Smothers and Raven Heavy Runner (available online through library)

 I will post all our other required readings/viewings on our Blackboard site. Please feel free either to print a hard copy of the readings or to access them digitally on a laptop/tablet during class.

**Sensitive Materials Statement**

*Please be aware that this course will include discussion of sensitive topics and political issues. We will approach this material respectfully and academically, with a willingness to challenge ourselves. Part of this requires that we keep an open mind, but also be respectful to each other and aware of how our words and actions. Please feel free to contact me if you have any concerns or require more information.*

**Course Policies**

* *Attendance:* This class will include a lot of discussion as we learn from each other’s different perspectives and ideas. To do so, you must attend class. Please make every effort to arrive to class on time, every time. I do understand that sometimes, absences are unavoidable due to religious observances, sports team commitments, emergencies, illness (please try not to infect your classmates or me!), and other sudden conflicts. If you must miss a class, please let me know as soon as possible (if possible, prior to the missed class) and we will work out a plan so you can keep up with the course assignments and readings. If an illness or family emergency arises, please let me know as soon as possible and we will figure out the best way for you to move forward in the class. I also recommend meeting with me outside of class. Please take note that you are responsible for making up any work you miss. If you are late to class, it is your responsibility to tell me you are present after class so I can change my attendance record. Otherwise, my attendance record will have you marked absent for the day. Each unexcused absences and every two instances of lateness will result in lowering of your participation grade by one third of a letter grade.
* *Participation:* It is worth repeating that this class will include a lot of discussion as we learn from each other’s different perspectives and ideas. Your participation in the class is vital to your success. Class participation certainly includes sharing your ideas and questions verbally with the class during discussion, but participation takes on other forms, as well. For example, class participation includes arriving on time and being prepared for each class, actively listening to your classmates’ responses, demonstrating respect for your classmates and instructor, completing and putting engaged effort into our in-class assignments, offering constructive and respectful feedback during peer response classes, submitting your assignments on time, and communicating any difficulties or questions with your instructor in a timely fashion. Participation is not interrupting your classmates and/or instructor, making rude or judgmental comments, falling asleep during class, displaying the appearance of disengagement during class, looking at materials unrelated to our class, or any other disrespectful behaviors.
* *Credit Hour Policy:* This course follows the College credit hour policy for four-credit courses. This course meets two times weekly for three academic hours per week. The course also includes independent out-of-class assignments and equivalent activities for an average of nine academic hours per week.
* *Classroom Conduct:* As an academic history course, this class is an inherently open and safe space that encourages everyone’s curiosity, wonder, questions, flexibility, and respect. Disagreements are likely, but no matter what the nature of the disagreement, it is imperative that everyone treat each other with courtesy and respect. **This classroom welcomes students of all backgrounds and abilities, and I invite you to talk to me about any concern or situation that affects your ability to complete your academic work successfully.**
* *In Class Technology Usage:* Part of creating a respectful and educational environment in our classroom means giving your classmates and instructor your full attention. Please set any device with audible notifications on silent during class time. Cell phone usage during class is prohibited unless it is being used for class-approved purposes. Using an electronic device during class for non-class purposes will lower your participation grade. If an emergency situation arises where you must make/receive a call, please step out of the room to do so. If you choose to use your laptop/tablet to access texts and/or to take notes in class, please note that accessing materials not related to our class on these (and any other) devices during class time will result in a lower participation grade and discussion of your use of technology in the class going forward.
* *Late and/or Missed Work:* This course is cumulative, meaning that each assignment and skill we practice builds upon what we previously did. I chose these due dates to give students enough time to draft, to receive feedback, to self-reflect, and to revise as needed. Late submissions disrupt this important process and detract from its effectiveness. Because of this, I cannot accept late informal homework assignments or late peer response feedback and they will be marked as a zero in the gradebook. If you are absent or know that you are going to miss class, it is up to you to contact your assigned partner for peer feedback with the draft you have that will be reviewed (I will email all students with their partner assignments) and provide them with your peer response to their work within 24 hours after the end of the class period so that they can incorporate it into their assignments. If any part of a formal assignment is late, the assignment’s grade will be lowered by one third a letter grade for each day the assignment is late, starting the minute the paper is late. This means, for example, if you submit an A worthy formal assignment four days late, the paper receives a C+. If you feel that you are having trouble meeting the given deadlines, please communicate this to me as soon as possible so we can work through the difficulties together.

*Grading:* This course applies the following 100pt scale for grade calculation. For individual assignments, you will be given a letter grade which will be entered into the gradebook numerically using the conversion scale in the first table below. Your final grade for the course will be calculated by taking the weighted averages of these assignments and putting them into the “grade scale” to get a final letter grade.

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| **Conversion Scale**A   =  97A-  =  92.5B+ =  88B   =  85B-  =  81C+ =  78C   =  74.5C-  =  71D+ =  68D   =  64.5D-  =  61E    =  58No paper submitted = 0 | **Grade Scale**95-100 = A90-94 = A-87-89 = B+83-86 = B80-82 = B-77-79 = C+73-76 = C70-72 = C-67-69 = D+63-66 = D60-62 = D-Below 60 = E |
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To calculate the weighted average of each assignment grade for this course, I will use the following scale:

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| **Assignments** | **Percentage of Final Grade** |
| Attendance/Participation | 10% |
| Informal Homework Assignments Average | 10% |
| Peer Response Average | 10% |
| Formal Assignment 1 | 10% |
| Formal Assignment 2 | 10% |
| Book Club Participation | 10% |
| Formal Assignment 3/4 | 40% |

*Please note that once I assign your final grade to an essay or final course grade, you may NOT revise the final version for a higher grade. The grade breakdowns included in this syllabus and any supplementary information we discuss in class are meant to ensure students understand what type of work earns each grade. If you have any questions regarding this, please communicate them with me as soon as possible.*

* *Description of Assignments*
* Participation/Attendance- see “**Course Policies**” for a description.
* Informal Assignments- Informal assignments are a chance for us to engage deeply with the texts and skills and principles we practice throughout the semester. Informal assignments will take many forms, such as responding to readings/course materials, group discussions, in class work, small presentations, etc. I will provide more details for each informal assignment type as I assign them. If graded, I will evaluate informal assignments as either Pass (which equals an A for grade calculation) or Fail (which equals a 0 for grade calculation). Homework assignments will earn a Pass if they adequately respond to the task and display conscientious effort. Assignments will be given a Fail if they do not follow directions, are not submitted, or do not show engagement with the task. Please submit your informal assignments in the appropriate space on Blackboard.
* Peer Response- Peer response is a helpful part of the writing and research process. Gauging audience reaction to your work, observing moments of ambiguity, and other general feedback will be very useful to you as you revise your work. If peer response is submitted on time, in the correct format, and displays conscientious effort to respond to writers’ questions and to provide constructive feedback, the assignment will receive an A. If any part of the peer response assignment (questions or feedback) is completed on time but not correctly formatted, the assignment will receive a C. Peer responses not submitted on time, submitted incompletely, or that do not display conscientious effort to respond to writers’ questions and do not provide constructive feedback will receive an Incomplete (which is a 0 for grade calculation.) It is important to submit peer responses on time so your peers have a chance to process your feedback and to incorporate it into their revision. Peer response assignments and class sessions are just as important to the classmates whose work you will assess as well as they are to you. We will have peer response classes for each formal assignment, four in total. Please make every effort to attend these classes. If you are unable to attend a peer response day, see the late/missed work policy above for how to find and contact your assigned peer response partner. If you know in advance that you will not be able to fulfill this requirement, let me know so that I do not assign you a partner for that day’s peer response session.
* Formal Assignments- Over the semester, you will complete four formal assignments: a group led class discussion followed up by one short paper (2-3pp), a research proposal/annotated bibliography, and a 15-20 minute final presentation on your research. For FAs 2, 3, and 4, please submit the final versions of your work in the appropriate space on Blackboard. FA1s materials will be submitted to Blackboard as an outline/list of discussion topics prepared by your group. For FAs 3 and 4, we will hold peer response sessions in class to aid you in the research and revision process. In addition to your classmates’ feedback, I will provide feedback on your drafts, as well. I will provide you with prompts and details for each formal assignment ahead of time in class and on our Blackboard page under “Submissions” > “Formal Assignment Prompts.” Grades for formal assignments will be earned holistically as a letter grade (A-E, see grading policies above.)
* Revision- For FAs 3 and 4, students will have ample opportunity to develop, receive feedback, and revise their work. Revising a research project allows for students to engage deeply with their work, to incorporate particularly pertinent peer and instructor feedback, to reconsider the clarity of what they are communicating, how an audience might interpret their work, and other choices related to their presentations. Between first draft and final draft, students may revise work as much as they wish. I am available if you want to discuss these drafts with me (see Office Hours policies above). Once students submit their final version of a formal assignment for a grade, students may not revise the assignment for a higher grade.

*Academic Honesty:*

Academic Honesty is an absolute must for all work during your time at the University of Rochester as well as whatever you choose to pursue in your post-college lives. It is through our own honesty and our trust in others’ honesty that we can learn from each other and work together to create new knowledge. For this reason, when dishonesty enters our community, we put in question all the work we do and undermine our ability to bring new knowledge and good to the world.

 According to the College’s Academic Honesty Policy, [plagiarism is] the representation of another person’s work as one’s own, or the attempt “to blur the line between one’s own ideas or words and those borrowed from another source.” (Council of Writing Program, Administrators, January 2003, <http://wpacouncil.org/node/9>.) More specifically, [it is] the use of an idea, phrase, or other material from a written or spoken source without signaling the source at the place of use in a work for which the student claims authorship.

Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers that are purchased and turned in as one’s own work; submission of written work such as laboratory reports, computer programs, or papers, which have been copied from the work of other students, with or without their knowledge and consent.

Students can avoid the risk of plagiarism in written work or oral presentations by clearly indicating the source of any idea or wording that they did not produce, either in footnotes or in the paper or presentation itself, and in a list of references (e.g., bibliography or works cited page). Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student‐writer’s own words. Direct quotes must always be placed in quotation marks in addition to the other citation information that is required. (“Academic Honesty,” <https://www.rochester.edu/college/honesty/policy.html#intro>).

In essence, all outside sources, including the texts we discuss in class, sources, scholarly or popular, that you find on your own (even Wikipedia, youtube, and other popular sources), must be cited appropriately. Even informal discussions or notes from a class presentation are subject to citation requirements. We will discuss the importance of academic honesty throughout this course, but please note you are responsible for adhering to the University’s Academic Honest policy at all times. Unless otherwise specified, I encourage discussion of work related to informal and formal assignments, as explained in “Academic Integrity: Understanding how to Give and Receive Help When Writing Papers.” Unless I indicate that work may be completed in groups, however, I expect you to complete work individually and acknowledge peers or others who have contributed substantive ideas. During group work, everyone should contribute substantially to the completion of the assignment and failure to do so will be graded as an incomplete informal assignment (see grading policies above). I expect you to adhere to guidelines “Academic Integrity: Understanding how to Give and Receive Help When Writing Papers.” Please remember to document others' ideas on all submitted drafts of your work. For group work, students have the freedom to develop their own approach to collaboration and should share their plan with me. The guiding principle is that each student should be an equal contributor to the project, which receives a single grade. If ever in doubt, please contact me and/or consult with the Academic Honesty policy before turning in work. Find it here: <http://www.rochester.edu/college/honesty/>.

In all cases of suspected plagiarism or other forms of academic dishonesty, the College's procedures and policies governing academic honesty will be followed. This pertains to all work in writing courses, including (but not limited to) rough drafts, final drafts, presentations, multimodal projects, and informal writing assignments. As required by College policy, all instances of academic dishonesty are reported to the College Board of Academic Honesty. For the complete College honesty policy, see [http://www.rochester.edu/college/ honesty/index](http://www.rochester.edu/college/).

Penalties for Plagiarism violations are as follows:

* For informal assignments: the work fails to meet assignment criteria and earns no credit (which, according to the syllabus, may or may not affect course grade); the penalty is a 1/3-letter-grade reduction in the final course grade.
* For rough drafts of formal assignments: the student may write a new draft for a final paper grade; the penalty is a 1/3-letter-grade reduction in the final course grade.
* For a final draft of formal assignments other than the 8-10-page argumentative research paper: the work fails to meet assignment criteria and earns a 0.
* For the 8-10-page argumentative research paper: The paper earns a 0, and the course grade may not be higher than C-.

Policy violations can affect not just your grade, but also your future applications for leadership positions, graduate schools, your visa status in the case of suspension or expulsion, and other opportunities.

*Please note I am available to answer any and all questions about plagiarism and citation at any time. If you have any questions, I strongly recommend you ask me before you make any (even accidental) violations of the academic honesty. You may also revisit the training module that you completed during your Orientation Course which is available to you on Blackboard.*

**Helpful and Supportive University of Rochester Resources**

**Your Class Instructor (Justin Grossman):** *Office Hour Visits (G-122CA)*: I absolutely welcome students who come to my office hours or make an appointment to ask questions or to go over drafts of assignments! For informal assignments, feel free to drop in with any questions you may have. I only ask that when working on Formal assignments, please send me what you have questions on at least 24 hours before you come in, so I have time to review it beforehand. There are also several meetings built into the semester to allow us to go over drafts of your formal assignments together. Make sure that you submit these drafts on time to ensure that we get the most out of these meetings and to avoid the grade penalty for late work on formal assignments (see Late Work policy above). If you would like to me to focus on a specific section of your writing or have a question about a specific element of your draft, we can go over your work during our meeting together.

**Our Class Librarian:**

 Lara Nicosia (lnicosia@library.rochester.edu) is our class librarian. Lara specializes in Humanities and is familiar with our course and can help you no matter what your research topic. She will also be running lessons throughout the semester on media literacy, citation, and finding sources and is available to help you with any research issues that should arise as you prepare your assignments. Please feel free to contact her at any stage of your writing for help.

**The Writing and Speaking Center:**

At the University of Rochester, we all communicate as writers and speakers, and all writers and speakers need an audience. The Writing and Speaking Center is a free resource available to all members of the University--undergraduate students, graduate students, faculty. The Writing and Speaking Center welcomes visitors who are at any stage of the writing process, from brainstorming ideas to polishing a final draft. Similarly, students can visit a Speaking Fellow at any point as they are developing or practicing a presentation. To learn more about the Writing and Speaking Center's services and/or to find a tutor, please visit <http://writing.rochester.edu>. Please note that every writer can benefit from the services the Writing and Speaking Center offer. By no means is seeking additional help from the Writing and Speaking Center limited to struggling writers.

**Center for Excellence in Teaching and Learning:**

 The University of Rochester’s Center for Excellence in Teaching and Learning (CETL) “supports undergraduate students in the College with services that promote academic success, including course-specific collaborative study groups, study skills counseling, a study skills course, and disability support.” CETL is a resource available to all students in the College. All kinds of students with all kinds of GPAs and academic records make use of their programs. They work with strong students who wish to become even better, as well as with students who have not yet tapped into the strategies needed to succeed in college, and everyone in between. They offer an extensive study group and Workshop program, individual study skills counseling, study skills workshops and a study skills course, and disability support. They are located in 1- 154 Dewey Hall on the River Campus. To make an appointment or to learn more, stop by their offices, call them at (585) 275-9049, or send an email: cetl@rochester.edu. (“Overview,” <https://www.rochester.edu/college/cetl/undergraduate/index.html>)

**University Information Technology**

For all things technology, check out University of Rochester’s IT site, <https://www.rochester.edu/technology.php>. Here you can find many support resources or contact information to get in touch with someone who actually knows about technology (not me) to help you with any issues you have. You can also visit Information Technology Services in person, located in the Rush Rhees Library.

**College Center for Advising Services:**

 The University of Rochester’s College Center for Advising Services (CCAS) “facilitates academic and individual success by providing advisement to all undergraduate students in a respectful, supportive, and confidential environment.” (“Overview,” <http://www.rochester.edu/college/ccas/about/index.html>.) To learn more about CCAS, please visit: <http://www.rochester.edu/College/CCAS/>.

**Disability Services and Support:**

 The University’s office of Disability Services and Support works “to ensure that members of our community with disabilities have equal access, reasonable accommodation, and full participation in the University experience” (“Home,” <https://www.rochester.edu/disability/index.html>.) **If you have a disability for which you may be requesting an academic accommodation, you are encouraged to contact both your instructor and the access coordinator for your school to establish eligibility for academic accommodations** (<https://www.rochester.edu/disability/teaching/syllabus.html>).

**University Health Service:**

 “The mission of University Health Service (UHS) to improve the health and safety of University of Rochester students and staff. As part of an academic institution, UHS also participates in the education and research missions of the University” (<http://www.rochester.edu/uhs/>.) UHS includes Primary Care Services, University Counselling Center, and more. To learn more about UHS, please visit: <http://www.rochester.edu/uhs/>.

**CARE:**

 “The CARE Network enables members of the University community to express their concern about a person, incident, or issue” (<https://www.rochester.edu/care/index.html>.) To learn more about CARE, please visit <https://www.rochester.edu/care/index.html>.

**Formal Assignments:**

**Formal Assignment #1: Group Class Discussion Leaders**

Background:

So far, our course has focused on where Native American women are today and the roles that gender and sexuality play in how Native people engage in activism, demonstrating sovereignty, and cultural revitalization. The class session that you lead should continue to build on these themes in relation to the assigned materials for that day.

Description:

Your group will be leading a 30-40 minute class discussion for the day on the corresponding reading that you signed up for. As a group, you should meet outside of class to discuss the reading, prepare an outline/list of discussion questions that you want to address, and prepare an activity/bring in additional resources to engage with the topic on a deeper level. This can be done via a lecture, in class activity, small group discussions, bringing in additional materials, or any other way that you think will help the class.

Peer Feedback: After completing the lesson, your classmates will provide you with written and oral feedback on what worked and what didn’t, what they thought could have been done to improve the lesson, and bring in any additional thoughts related to our class discussions.

Instructor Feedback: You will meet with me after class as a group to debrief and discuss lessons to be learned for future discussions/presentations. This is also a chance for you to explore some of the topics you discussed in greater detail if they might be something you want to pursue for your final research presentations.

What you will hand in:

* Outline/Discussion questions for class and other prep materials for the lesson (to be turned in before the class you are leading).
* Peer Feedback

Learning Objectives: This assignment is designed to help you develop your communication skills as you demonstrate a thorough understanding of some of the topics the course has addressed thus far. It is also a chance for you to start thinking about some of your interests related to the course and future research you might want to pursue.

Grading Criteria:

* Effectively communicates key thematic takeaways from course materials
* Demonstrates thorough understanding of course materials and topic being addressed
* Engages class effectively and provides students with opportunities to demonstrate their own knowledge of the materials

**Formal Assignment #2: Thematic Paper 1**

Background: You and your classmates have spent the last unit exploring a variety of themes and issues surrounding the history and contemporary place of Native American women. These include gender roles and relations, sexuality, education, land use, etc.

Description:

In this paper, you are to examine one of these themes and use our course readings/materials to discuss how some of the authors/perspectives we have engaged with thus far have thought about/discussed the topic you choose. You are also required to offer your own analysis that connects and puts these materials in conversation. Make sure that you provide and cite evidence for your analysis and properly cite all of the course materials you are using. You may use any citation method that you choose (MLA, APA, Chicago, etc.) as long as you are consistent and follow Academic Honesty guidelines.

Peer Feedback: We will have a day in class in which we will be getting peer feedback on a draft of our papers. You can receive any type of peer feedback that you think will be helpful for you as you continue to develop your ideas and improve your writing.

What you will hand in:

* Draft of paper
* Peer feedback for your partner
* Final Paper

Grading Criteria:

* Student engages with at least 3 different readings/course materials
* Student interprets and analyzes how these materials relate to chosen topic
* Paper demonstrates thorough understanding of chosen topic and communicates this effectively
* Paper includes proper citations, writing mechanics, etc.
* Peer feedback is thorough and shows full engagement with partner’s work

***Reclaiming Two Spirits* Book Club:**

Description: During the last few weeks of the semester before our final presentation, we will be reading the book *Reclaiming Two Spirits: Sexuality, Spiritual Renewal, and Sovereignty in Native America* by Gregory Smithers and Raven Heavy Runner. For these classes, you will be responsible for generating our discussion questions and themes for each day’s reading and participating in our full class discussion of the book.

What you will hand in: The only written work for our “Book Club” is to post questions or items you would like to discuss on our Book Club discussion board on the google slideshow. When you post, please include your name after your post. There is no minimum number of posts, you will be graded on whether or not your posts demonstrate thoughtfulness and engagement with the reading and will be useful in inciting further conversations.

How you will be graded: In addition to the posts to our Book Club discussion board mentioned above, I will be keeping notes of our class discussion. Again, there is no minimum level of participation during our Book Club “meetings”, but you should be participating regularly, in a way that is connected and furthers our class conversation, and demonstrates engagement with the text that we have read for that particular class.

**Formal Assignment 3: Research Proposal and Annotated Bibliography**

Background:

This is the research portion of your final project and can be on any topic of your choosing as long as it is related to something that we have or will explore in class this semester.

Description:

Choose a topic related to the history of Native American women, gender, and sexuality that you want to explore in greater depth. I encourage you to pick whatever topic is most interesting to you, however, I would also encourage you to make sure that the topic you pick is feasible. Try and keep things as specific as possible so that you can really engage with your topic in detail.

Part 1: Create an annotated bibliography in which you find at least 10 sources related to the topic you choose (at least 5 of them must be scholarly), cite them appropriately in a format of your choosing (APA, MLA, Chicago, etc.), and explain how you will use this source in crafting your research paper. Remember that different sources will be used for different reasons. Some may be used as evidence to support your argument, give background information to inform your audience, offer possible counter arguments that you need to refute, etc.

Part II: Write a brief (2-3 paragraph) research proposal in which you describe the topic, explain why the topic needs further examination, and why your research is of interest to a larger audience. This is also a place to discuss the feasibility of your project as well as to start thinking about a possible thesis or central argument that will guide your research.

Audience: For the annotated bibliography and research proposals, you should consider your audience a professor or academic group that is considering funding your project.

Peer Feedback: I will be assigning peer feedback partners for your final projects. After completing your Research Proposal and Annotated bibliography, we will do one round of peer feedback in class in which your partner will review this part of the assignment to help you transition into creating the presentation.

Instructor Feedback: After the peer review session in class, I will read over everyone’s proposals and annotated bibliographies to give my own feedback and express any concerns I might have before you move into creating the presentations.

Reflection: After reading over your partner’s and instructor feedback, you should revise your proposal/annotated bibliography to a final version. When you turn in your final research proposal and annotated bibliography, you should include a short reflection (1-2 paragraphs) describing how you revised it in response to the peer feedback you received. What changes did you made in response to that feedback? If you did not follow their recommendations, why did you choose to keep things the same?

What you will hand in:

* Draft of Research Proposal with annotated bibliography and short letter for peer feedback partner
* Peer feedback of Draft Research Proposal and annotated bibliography
* Final version of Research Proposal with annotated bibliography and reflection

Audience: The Research Proposal and annotated bibliography should be directed to a Professor or organization who is considering funding your project. These people are in your field but are not necessarily experts on your specific topic.

Grading Criteria:

* Research Proposal has a clear, relevant topic with consideration to audience and feasibility
* Peer feedback and reflection shows serious consideration given to revision and helping improve classmates’ work
* There are at least 10 sources and those chosen are appropriate for your topic
* Explanation for potential use of sources that connects to crafting an effective argument
* Sources are cited properly in the format of your choosing

**Formal Assignment #4: Research Presentation**

Background:

This is the culmination of our WRTG 105 course!!! Using our class experience as a guide and building on your Research Proposal and Annotated bibliography, you will be crafting your own research presentation on a topic in Native American History of Gender and Sexuality. You may choose to direct your writing toward a particular academic field (sociology, history, economics, etc.), or to a more general scholarly audience.

Description:

Prepare and present a 20–30-minute presentation on a topic of your choosing in which you create an argument reflecting your analysis of the topic. Your presentation should include a clear and concise thesis statement summarizing your argument, use of sources and other evidence to support your argument, and appropriate information and use of language for an audience knowledgeable about Native American and Indigenous Studies generally but not about your topic specifically.

Audience: Your presentation should be for a scholarly audience such as one that would be at a history conference. Again, these viewers are going to be knowledgeable about Native American and Indigenous Studies generally but might not know very much about your specific topic.

Peer Feedback: With the peer feedback partners that I assigned during Formal Assignment 3, there will be several opportunities for you to help each other improve your presentations. First, we will have a workshop day in which you and your partner can work together as you start to put together your presentations. Then, you will get a chance to have a “trial run” of your presentation with your partners in which you present a almost final product and get feedback on how things went. This is also a good way for your to practice your presentation skills in a lower stakes environment.

Conference Participation: During the final presentations, I will group our classes into panels of presentations that are thematically connected. After each person presents, there will be a 15-20 minute question and comment period in which the audience will be expected to participate. This is an essential way of providing your classmates with feedback about their work and connecting people’s projects into a wider dialogue on the topics they consider.

Instructor Feedback: I will provide you with written feedback as you transition from the research proposal and annotated bibliography to the final presentation. I will also be available for office hours and individual meetings if you feel that you need further help or advice on how to bring the project together

What you will hand in:

* Practice Presentation
* Peer Feedback on Practice Presentation
* Final Presentation

Grading Criteria:

* Presentation shows well-crafted argument supported by appropriate evidence
* Presentation uses sources effectively and cites them properly in format of students choosing
* Presentation considers the audience/conversation with which it is engaged and is written with this audience in mind
* Presentation is free of typos, grammatical mistakes, is formatted appropriately, and considers effective ways of communicating through presentations
* Peer feedback is thorough and demonstrates understanding of classmate’s project and how they can improve
* Full participation during Presentation Panels audience comment periods

**Spring 2023 Course Schedule**

*\*This schedule is subject to change. History is a continuous process, as we will discuss in detail as the course progresses. Sometimes, that means we may have to change our plans and to demonstrate flexibility. If we need to make any changes to the syllabus, I will give you plenty of time to make the necessary adjustments.*

*All assignments must be submitted to the appropriate place (either Blackboard or as a shared google doc with me) by 11:00 AM, Eastern Standard Time.\**

**Unit I: Indigenous Activism and Female Leadership**

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| **Date** | **Assignments Due** | **Class Topic(s)** |
| Wednesday, 1/11(Week 1) | Familiarize yourself with Course Blackboard PageReview Course Syllabus | IntroductionsCourse Syllabus/BlackboardWhat is Native History? |
| Wednesday, 1/18(Week 2) | Review Syllabus/QuestionsRead Theda Perdue’s introduction to *Sifters*Read Cherry Maynor Beasley Foreword as Story: I am Not the Problem and Ulrike Wiethuas’ Introduction to *American Indian Women of Proud Nations*Informal HW 1 | Syllabus questionsLand and Why it MattersHow we use land and Native land stewardship  |
| Monday, 1/23(Week 3) |  Watch Ted Talk on Standing Rock Activism [The Standing Rock resistance and our fight for indigenous rights | Tara Houska – YouTube](https://www.youtube.com/watch?v=wD3-6JIUF7M)Read Chapter on “Ada Deer: Champion of Tribal Sovereignty” from *Sifters*Find and bring to next class a current example of Native Activism surrounding land useInformal HW 2 | Assimilation, Termination, Genocide, and ResistanceFederal Government Indian PolicyNative Activism and Resistance Article Group Share |
| Wednesday, 1/25(Week 3) | Sign up for Class Discussion Leader GroupsRead “Anna Mae Pictou-Aquash: An American Indian Activist” from *Sifters*Informal HW 3 | Red Power and Gendered ActivismTeach the Class about your Event |
| Monday, 1/30(Week 4) | Read **either** “Lumbee Indian Women” by Malinda Maynor Lowery **or** “American Indian Language Revitalization as Lived Experience” by Renee T. Grounds and Eva Marie Garroutte in *American Indian Women of Proud Nations*Informal HW 4 |  Female Leadership and Making PowerAquinnah Wampanoag PresentationMeet Your Groups |
| Wednesday, 2/1(Week 4) | Read Chapter 6 of Brenda Child’s *Holding Our World Together* Prepare for your Group Lessons |  Group Lesson 1: Native Women Navigating different Spaces |
| Monday, 2/6(Week 5) | Read “Maria Montoya Martinez: Crafting a Life, Transforming a Community” in *Sifters*Continue working on Group Lessons |  Group Lesson 2: Gendering Native Economies |
| Wednesday, 2/8 (Week 5) | Read “Gertrude Simmons Bonnin: For the Indian Cause” in *Sifters*Continue Working on Group Lessons | Group Lesson 3: The Challenges of Resisting Assimilation |
| Monday, 2/13 (Week 6) |  |  |
| Wednesday, 2/15(Week 6) | Read “Healing Responses to Historical Trauma” from *American Indian Women of Proud Nations*Continue Working on Group Lessons | Group Lesson 4: Historical Trauma and Healing |
| Monday, 2/20(Week 7) | Read “Missing and Murdered Indigenous Women and education,” by Kaitlyn WatsonContinue Working on Group LessonsWork on Draft of Formal Assignment 2 | Group Lesson 5: MMIW, Education, and Cultural Revitalization  |

**Unit II: The Contested Use of Native History**

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| **Date** | **Assignments Due** | **Class Topic(s)** |
| Wednesday, 2/23 (Week 7) | **Draft of Thematic Paper Formal Assignment 2 due** Watch Disney’s *Pocahontas* (1995) | Peer FeedbackWhat it means to be Indian and “Indianness” as a Racial Construct |
| Monday, 2/27(Week 8) | Peer Feedback for FA 2 DueRead “Pocahontas: The Hostage who Became Famous” in *Sifters*Informal HW 5 | Who was Pocahontas? Historicizing Native WomenMythmaking Group Activity  |
| Wednesday, 3/1(Week 8) | **FA 2 Final Paper Due**Read Intro to Phil Deloria’s *Playing Indian*Read Ch 2 from Kliph Nesteroff’s *We Had a Little Real Estate Problem*  | Stereotypes and “Playing Indian"Gendered Stereotyping Group DiscussionPeter Pan and “Playing Indian”FA 3 Introduction |

**Unit III: Gender, Sexuality, and Conceptions of the world in Indigenous America**

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| **Date** | **Assignments Due** | **Class Topic(s)** |
| Monday, 3/13(Week 9) | Read “Voices of Feminism Oral History Projects Cook InterviewRead “Navajo Emergence Story"Informal HW 6 | Our Own Emergence StoriesEmergence Stories and gender relationships |
| Wednesday, 3/15(Week 9) | **Research Proposal and Annotated Bibliography draft due with letter for peer feedback** Read “Lozen: An Apache Women Warrior” in *Sifters*  | Puberty Rites and Gender Fluidity in Native AmericaPeer Feedback |
| Monday, 3/20(Week 10) | Read “Prologue” and Chapter 1 in *Reclaiming Two Spirits* (pp.17-52)Post to Book Club discussion board**Peer Feedback due** | *Reclaiming Two Spirits* Book Club: Two Spirits and Spanish ContactBook Club Discussion RecapFA 4 introduction |
| Wednesday, 3/22(Week 10) | Read Chapters 2-3 (pp 53-81) in *Reclaiming Two Spirits* and continue posting to our book club discussion board on slideshow**Final Research Proposal/Annotated Bibliography due** | Reclaiming Two Spirits Book Club: Colonization and Gender Fluidity |
| Monday, 3/27(Week 11) | Read Chapters 5-6 (pp. 96-137) in *Reclaiming Two Spirits* and continue posting to our Book Club discussion board on slide | Reclaiming Two Spirits Book Club: Strange and ResiliencePresentation Tips and SchedulePresentation Workshop  |
| Wednesday, 3/29(Week 11) | Read “Reawakening” and “Two-Spirits” (pp.176-223) in *Reclaiming Two Spirits* and continue posting to our book club discussion board on slide  | Reclaiming Two Spirits Book Club: Reawakening and Two-SpiritsPresentation Workshop |
| Monday, 4/3(Week 12) | Read Chapters 11-12 (pp.224-274) in *Reclaiming Two Spirits* and continue posting to our book club discussion board on slide**Draft of Presentation Ready for Peer Feedback due**  | Reclaiming Two Spirits Book Club: “Love” and “Futures”Presentation Workshop |

**Unit IV: Joining the Conversation; Final Presentations**

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| **Date** | **Assignments Due** | **Class Topic(s)** |
| Wednesday, 4/5(Week 12) | **Final Presentation Due**  | Final Presentations |
| Monday, 4/10(Week 13) |   | Final Presentations  |
| Wednesday, 4/12(Week 13) |  | Final Presentations  |
| Monday, 4/17 (Week 14) |  | Final Presentations |
| Wednesday, 4/19(Week 14) |  | Final Presentations |
| Monday, 4/25 (Week 15) |  |  |