

DESTINY: WELCOMING THE UNKNOWN

Winter 2002 Preview

Faculty:

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Program Description:

“Destiny: Welcoming the Unknown” explores the idea of destiny in different historical, political, and cultural contexts. Every community has a story that explains the “destiny” of a people, that is, a necessary or inevitable fate. This program will ask the question: is this end, use, or purpose [destiny] either necessary or inevitable?

We will move from our examination of stories of Western nationalism in a global context, where we have been critically analyzing the concept of colonialism and structures of power to a focus on how these topics affect Native American Studies. We will examine the contrasting stories of destiny of different Native American communities. Will these communities be allowed to determine their own destinies, or will it be thrust upon them? These struggles and debates over reclaiming authority and reconciling values for their survival will be of particular interest to us. Winter quarter we will have a new faculty member, Corky Clairmont, who is a visiting faculty from the Salish-Kootenai Tribal College. He will be integrating art into the overall curriculum. He will take a particular interest in exploring how art has changed and how Native artists creatively re-imagine themselves in order to reclaim strength and voice. There will be a focus on Federal Indian Law and Policy, giving students an understanding of the policies and laws that affect all tribal groups in the continental United States, as well as contrasting the situation of Alaskan and Hawaiian Natives. We will also have an “Indian Image in Film” component. The film component will aim to develop a critically articulate way of looking at native characters in American films.

Throughout the course of the program, we will stress the importance of local knowledge in indigenous communities. We will also continually examine gender relations, weaving our analysis throughout our studies. **This program can either be taken for 12 or 16 credits.** Students registered for 16 credits in the winter quarter will participate in their choice of a workshop: indigenous environmental issues or a bridge program with the Reservation-Based program. Students registered in the bridge program with the Reservation-Based program will also have the option of enrolling in a printmaking module.

Texts:

Robert Berkhofer, *The White Man's Indian: Images of the American Indian, from Columbus to the Present*, Knopf, 1979.

Alexandra Harmon, *Indians in the Making: Ethnic Relations and Indian Identities around Puget Sound*, University of California Press, 2000.

Jacquelyn Kilpatrick, *Celluloid Indians: Native Americans and Film*, University of Nebraska Press, 1999.

Brenda Child, *Boarding School Seasons: American Indian Families, 1900-1940*, University of Nebraska Press, 2000.

Wilma Mankiller, *Mankiller: a Chief and Her People*, St. Martin's Press, 1993.

Michael Dorris, *A Yellow Raft in Blue Water*, Warner Books, 1987.

In addition, there is at least one text for each workshop:

For Kristina's workshop only: Winona LaDuke, *All Our Relations: Native Struggles for Land and Life*. South End Press, 1999.

All Program and Seminar Schedule (tentative):

All Program Meeting Times (all students attend both):

Monday

10am-12pm All Program Meeting Cedar Room, Longhouse.....

Thursday

9am-12pm All Program Meeting/Film Component Cedar Room, Longhouse.....

Kristina's Reading Seminar Times (students will be assigned one):

Monday

1pm-3pm Seminar A Group Cedar Room, Longhouse.....

Wednesday

10am-12pm Seminar B Group Cedar Room, Longhouse.....

Corky's Studio/Seminar will meet these times (students will be assigned one):

Monday

1pm-4pm Studio A Group Arts Annex 2109.....

Tuesday

6:30pm-9:30pm Studio B Group Arts Annex 2109.....

Friday

9am-12pm Studio C Group Arts Annex 2109.....

Workshop Meeting Times (if registered for 16 credits, students choose one):

Thursday

1pm-4pm Kristina's Workshop Cedar Room, Longhouse.....

*Sunday, January 13, February 3, February 24, March 17**

9am-???pm Bridge Program/Workshop Longhouse.....

*The Bridge Program will probably be limited to students who were already in it during the fall quarter. Students will probably go to the morning sessions only and will be expected to complete independent projects within their modules to earn the full 4 credits.

Program/Portfolio Expectations:

Seminar Papers and Expectations: You will be responsible for a weekly paper to prepare yourself for the reading seminar. You will work on some of these ideas in your studio/seminar, using watercolor as your medium. Students will also examine *Native American Art* magazine for their studio/seminar.

Seminar Facilitators: You will work in small groups to facilitate the reading seminar at least once during the quarter.

Research Paper: You will complete a final research paper (5-7 pages) on a topic of your choice. Drafts are due throughout the quarter.

Art Exhibition: Students will exhibit their work from their studio/seminar during week 9.

Images in Film Paper: You will complete a short paper based on a synthesis of ideas presented in the "Indian Image on Film" component.

Field Trip: We may have a day field trip to Seattle or to the Squaxin Island Tribal Museum. Students will be required to ride in school vans, and pay a field trip fee.

Electronic Media: Students will participate in online discussions through Web Crossing.

Study Groups: Students will continue their study groups for discussion and peer review.

Final Presentation: During week ten, you will be present your research to your classmates.

Evaluations: At the end of each quarter, you must write a self-evaluation and faculty evaluation.

Participation: Your participation is essential to all aspects of the course, and especially to seminar.

Please remember that absence from class is a fundamental form of non-participation, and that a passive presence at moments requiring active involvement is only slightly better.

Check out our web site for updates!
<http://192.211.16.13/curricular/dsu/home.htm>

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For Winter 2002 New Students Only:

New students will need to read sections from Alvin M. Josephy, *America in 1492: the World of the Indian Peoples before the Arrival of Columbus*, 1991, and Gloria Anzaldua, ed., *Making Face Making Soul/Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*, 1990. These are two books we read fall quarter.

Students should read Introduction, Ch.1, 2, 3, and 9 of *America in 1492* and the Introduction, Sect. 1, 4, 5, and 6 of *Making Face, Making Soul*. Students should complete a 5-7 page paper that synthesizes some of the ideas found in the text. This is due by the first week of class. Students could look for themes of historical methodology, images and stereotypes, moving from an object to subject, reclaiming voice and authority, agency and oppression, and the issue of anger and resistance. We've done a significant amount of work during fall quarter on some of these issues.