



# Tohono O'odham Community College

## Syllabus: **HIS 122 section 5 – Tohono O'odham History and Culture**

**“T-Himdag O Wuḍ T-Gewkdag” (“Our O'odham Way of Life is Our Strength”)**

This Way of Life taught to us by I'itoi that we may thrive.

T-duakag 'o wuḍ 'ep si has ha'icu.

Cem hekid 'ac 'ab 'i-he:kculid g T-Na:tokam mo 'ab hema 'i-ep t-mamka g Taş.

Am 'ac 'ep cem si t-nankog matt si s-ap o ñukud g t-duakag cem hekid.

### Course Information

Course Prefix/Number: <b>HIS 122</b>	Credit Hours: <b>3.0</b>
Semester: <b>Spring 2018</b>	Course Title: <b>Tohono O'odham History &amp; Culture</b>
Class Days/Times: <b>Mondays</b> <b>5:00pm – 7:30pm</b>	Room: <b>Desert Diamond Hotel Conference Rm,</b> <b>Nogales Highway</b>

<b>Instructor Information:</b> Name: <b>Andrea Ramon</b>	Phone/Voice Mail: <b>(520) 329 – 3010</b> <i>leave a message</i> E-mail: <a href="mailto:aramon@tocc.edu">aramon@tocc.edu</a> <a href="mailto:Oodhamkaj@gmail.com">Oodhamkaj@gmail.com</a> Office location: <b>None</b> Office hours: <b>By appointment</b>
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#### Course Description:

Survey of Tohono O'odham culture, historical development, and modern issues. Includes development of culture and world view, sources of Tohono O'odham history, rule in economic and social development of Northwestern Mexico and Southwestern United States, and contemporary Tohono O'odham issues.

#### Course Objectives:

##### During this course students will:

- Learn about key concepts of O'odham Himdag that include core values, epistemology and culture.
- Learn about key concepts, terms, O'odham words related to the history and culture of the Tohono O'odham.
- Historical and cultural events and shifts of the Tohono O'odham.
- T-Şo:şon and their role in O'odham history and culture.

##### During and upon the completion of this course students will be able to:

- Assess impacts of Spanish, Mexican, European, and non-O'odham contact.
- Describe the development of the Tohono O'odham culture and world view.
- Analyze the sources of Tohono O'odham history.
- Share verbally or in written form how land is identity for O'odham.
- Discuss the role Tohono O'odham played in the economic and social development of Northwestern Mexico and Southwestern United States.
- Describe how historical and cultural changes over time and how they relate to T-Şo:şon.

#### Student Learning Outcomes (SLOs):

- Tohono O'odham Himdag is at the core of our Being.
- Tohono O'odham history and culture is alive.
- Tohono O'odham history and culture identifies the O'odham as unique and strong.
- T-Şo:şon plays a major role in O'odham history and culture.
  - o T-Wohocudadag (Our Beliefs)
  - o T-Apedag (Our Well-Being)
  - o T-Pi:k Elida (Our Deepest Respect)
  - o I-We:mta (Working Together)

##### After completion of the course students will be able to:

- Exchange scholarly information on the Tohono O'odham history and culture through discussion, reviews, papers, and presentations.
- Recall, discuss, and connect critical Tohono O'odham historical and cultural events and trends.
- Connect, apply and organize Tohono O'odham historical and cultural events and trends as it relates to that of their own, the U.S., and the world at large.
- Infer, asses, and compare the Tohono O'odham history and culture to their own, the U.S. and world at large.

(UPDATED: 01/2018) Andrea Ramon, HIS122 – Spring 2018, 1

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## Course Structure:

*This class is designed to prepare students for transfer to a university and/or for personal development. It is based on readings, research, presentations, guest-speakers, individual & group activities, and out-of-class activities if time permits.*

## Texts and Materials:

- Erickson, W.P. (1994). *Sharing the Desert: The Tohono O'odham in History*. Tucson & London: The University of Arizona Press.
- Underhill, R.M. (1979). *A Papago Woman*. Prospect Heights: Waveland Press, Inc.

### Optional:

- McCarthy, J. (1986). *A Papago Traveler: The Memories of James McCarthy*. Tucson: The University of Arizona Press.
- Saxton, D., et al. (1973). *O'otham Hoho'ok A'agitha: Legends and Lore of the Papago and Pima Indians*. Arizona: University of Arizona Press.

## Evaluation and Grading & Assignments:

*Points are deducted for late work.*

*Attendance and note-taking are your responsibility.*

Evaluation	Points	Total
<b>Attendance (14 class days) and Class Participation</b> <i>(Considered ABSENT if 20min. late and/or leave class 20min. early)</i> <i>*Since this class is once a week, it is considered two class periods.</i>	<i>Points includes attendance, class participation.</i>	<b>70</b>
<b>Mini-assignments</b>	<i>Points vary</i>	<b>40</b>
<b>Lead Presenter Presentation(s) and handout(s) (TBA)</b>	<i>Sign-up first day of class</i>	<b>90</b>
<b>Mid-Term Research Paper &amp; Presentation (Monday, March 7, 2018)</b>	<b>100 pts.</b>	<b>100</b>
<b>I:mig (Family Tree) &amp; History Timeline Presentation (Monday, April 30, 2018)</b> <ul style="list-style-type: none"> <li>• I:mig (family tree)</li> <li>• I:mig timeline aligned with O'odham, Indigenous, U.S., &amp; Mainstream events.</li> </ul>	<b>100 pts.</b>	<b>100</b>
<b>Final Research Paper &amp; Presentation (Monday, April 30<sup>th</sup> or May 7, 2018)</b>	<b>200 pts.</b>	<b>200</b>
	<b>TOTAL:</b>	<b>600</b>

## Grading Scale:

- A 580 – 600
- B 560 – 579
- C 540 – 559
- D 520 – 539
- F Below 519

## Himdag Cultural Component:

*This class integrates the Tohono O'odham himdag in its essence, the Tohono O'odham epistemology in which world-view, culture, way of life, and values are encompassed. The T-Şoşon (Our Core) and its four components:*

*T-Wohocudadag (Our Beliefs), T-Apedag (Our Well-Being), T-Pi:k Elida (Our Deepest Respect), and I-We:mta (Working Together) are addressed throughout as they are an integrate part of the Tohono O'odham history, language, and culture.*

- **Students are expected to be on time. If a student is tardy or absent, it is their responsibility to attain class information on their own.**
- **It is your responsibility to notify the instructor of your absence.**
- **Use of electronic devices are NOT allowed during class time unless permitted by the instructor.**
- **Respect self and others' willingness to learn, ask questions, are open to share their experiences and views, and are openly participate in discussion.**
- **Be prepared for class by having your materials and/or homework ready.**

## Important Dates

- Monday, January 22, 2018: 1<sup>st</sup> day of class
- Monday, February 19, 2018: President's Day – TOCC closed, No classes
- Monday, March 5, 2018: Mid-Term Research Paper & Presentations
- Monday, March 12 – 16, 2018: TOCC Spring Break – No classes
- Monday, April 30, 2018: I:mig – Family Tree & History Timeline Presentations
- Monday, May 7, 2018: Final Research Paper & Presentations

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## **Assignments**

**I:mig – Family Tree & History Timeline Presentation (40/40 → 80pts):** *DUE DATE – Monday, April 30, 2018*

- Fill out "I:mig History Timeline" to prepare for your presentation. It will be checked weekly for progress (minimum of 1pg/ week).
- Start collecting information (names, dates, and who you are related to) for your family tree.
- Start collecting photos and memorabilia of yourself, family, and key event if applicable.
- See handout for specific instructions & criteria regarding the presentation.
- Handout will be given once we cover "I:mig" in class.

**Lead Presenter (90pts total):** *DUE DATE based on sign-up*

Each student must sign up for a chapter for which they will lead a discussion on to include the following:

- Power-point or poster session
- Prepare a handout for their peers that will include:
  - o Self-introduction in O'odham (see rubric for criteria)
  - o The chapter's main points.
  - o A timeline that includes important names, dates, and events in their chapter.
  - o 2 – 3 questions that were raised for them while reading their chapter that the chapter did not address.

**Mid-Term Research Paper & Presentation (50/50→100pts):** *DUE DATE – Monday, March 5, 2018*

**Final Research Paper & Presentation (100/100→200 pts.):** *DUE DATE – Monday, April 30<sup>th</sup> or May 7, 2018*

*See handout for specific instructions and criteria for your paper.*

### **Option A: Issue Paper**

- Examine a critical issue affecting the Tohono O'odham history or culture

### **Option B: Event Paper**

- Examine a specific event that affected the Tohono O'odham history or culture

### **Option C: Personal History Paper**

- Investigate your personal family history as it relates to Tohono O'odham, noting specific and/or significant Tohono O'odham events that will help you understand the historical events or issues that influenced you, your family and/or your family reactions to it in some form.

### **Presentation Criteria:**

- Must be a power point OR a poster presentation.
- 10 – 15minutes
- Presentation Handout (1 – 2 page):
  - o 1 – 2 paragraph summary of what you learned about your topic.
  - o Include a timeline that provides the historical context of your particular topic.
- Visuals to help promote understanding.
- Email your handouts before your presentation so that I have time to print them or if you like bring your handouts ready to handout.

**DISCLAIMER:** *This syllabus is designed to evolve and change throughout the semester based on class progress, interests, guest speaker(s) availability, and field trips. You will be notified of any changes as they occur.*

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## HIS 122 section 5 – Tohono O'odham History and Culture Course Outline

### Content

#### **Part 1: Components of O'odham Himdag & Civilization before "Contact"**

- Ho'ok A:gida – Creation and Emergence
- O'odham world-view and Himdag
- Environment & land
- Architecture
- Occupations
- Technology
- Governance & political structure
- Family & social structure (*Imig, roles & responsibilities, and O'odham "Sacraments"*)
- Education
- Spirituality (*beliefs and practices: rites, rituals, and ceremonies*)
- Art & culture
- Economic & trade

#### **Part 2: Spanish and Missionary Era: Contact, Conflict, Shifts & Changes**

- Colonial Spain, Spaniards, and Conquistadors
- Jesuit and Franciscan Missionaries
- O'odham Revolt
- O'odham Mission Period

#### **Part 3: Mexican Era: Constant, Shifts & Changes to Colonization**

- Spain to Mexican Period
- Transition to Colonization
- Division of O'odham Land & People

#### **Part 4: American Era: Constants, Shifts, Changes, & Acculturation to Americanization**

- United States of America
- Transitions to "Americanization"
- Western schooling
- Indian Reorganization Act and O'odham Self-Determination

#### **Part 5: Contemporary Tohono O'odham and Modernization**