



Syllabus: *TOS 240*
**Academic Writings about the
Tohono O'odham.**

Course Information

Course Prefix/Number: TOS 240
Semester: Spring 2018
Class Days/Times: T/R 3:30-4:45

Credit Hours: 3
Course Title: Academic Writings about the
Tohono O'odham
Room: GSK 5

Instructor Information:

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Office hours: As posted or by appointment

Course Description: An introduction to academic literature on the Tohono O'odham. Includes an examination of these works in their disciplinary context, a comparison of historical and contemporary approaches to research, and relevance to Tohono O'odham society.

Course Objectives:

During this course students will

1. Read a variety of academic writings and articles on the Tohono O'odham.
2. Research and or interview an author or someone who worked with the author
3. Prepare and lead discussions on several Academic Writings and their authors.
4. Write weekly personal reflections and significance of course materials to the Tohono O'odham

Student Learning Outcomes (SLOs)

Upon completion of the course, the student will be able to do the following:

1. Assess the relationship between academic researchers and Native Americans either historical or contemporary.
2. Apply knowledge from an academic work about the Tohono O'odham to their lives.
3. Contribute to the knowledge base about the Tohono O'odham and academics who have done research on the Tohono O'odham.
4. Compare, contrast, and analyze a typical academic approach to knowledge and a traditional O'odham understanding of a similar topic. Identify advantages and disadvantages of each.

Course Structure:

This course is organized around extensive reading, discussion, and active engagement with the academic literature on the Tohono O'odham. You are expected to do reading before class and come prepared to participate in an informed discussion. Many assignments are broken up into multiple/progressive deadlines to encourage quality material is produced by spreading work across the semester with instructor feedback rather than concentrated just before a final deadline.

Texts and Materials: *Course readings and materials will be handed out in class or will be available in the library.*

Assignments and Evaluation and Grading:

class points:

150 = attendance

100 = class participation

250 = worksheets

200 = class notebook

200 = reflective journal

200 = class projects:

OR poster/table-top display

grading scale:

900+ points = A

800-899 points = B

700-799 points = C

600-699 points = D

< 599 points = F

1,100 = possible points total

Attendance: Presence in class is closely correlated with a student's ability to learn the material. Students are expected to learn from each other as well as the instructors and class guests. Active participation in class is also expected. For this reason active attendance is prioritized for this class and five points will be earned for each full class attended. Students who are late to class, leave early, or do not regularly participate in class-wide discussions may have points deducted. Excused absences do not count as days attended and attendance points cannot be made up. Attendance points may also be earned for optional out-of-class activities. Points in this category are doubled. If you have more than 30 attendance grades, low scores in this category will be dropped. .

Class Participation: Active participation in class conversations and other learning activities will be evaluated monthly. These points are awarded monthly at the discretion of instructor.

Worksheets: Worksheets over the scheduled reading assignments are designed to help you prepare for class discussions and are due at the start of class. There will be at least ten worksheets worth 25 points each. If you have more than 10 worksheets, low scores in this category will be dropped.

Class Notebook: You should always be taking notes in class. The format does not matter—bullet points, narrative descriptions, executive summaries, connecting arrows, lots of graphics, etc.—it's the brain processing that happens when you convert class lectures and discussion into a format that makes sense to you that aids in the learning process. These will be turned in at the end of each month for instructor review. Class notebooks should be in print (9.75" x 7.5" composition books are ideal, but spiral or loose leaf in a 3-ring binder are also acceptable). Class notes will be turned in four times during the semester for instructor review at 50 points each. A table of contents at the beginning of your notebook should be used to help find your notes by date or topic.

Reflective Journal: You should write a page or two in a reflective journal at least one a week. You may include personal comments on topics that stood out in class, your thoughts on the authors' works, discuss a personal connection you have to the publication, write about possible relevance/application of the material to your life, and/or focus on specific items as directed in the schedule or by instructors. The reflective journals are not a summary of class content. Instead you are asked to build upon and personalize or provide additional context for a greater understanding of class material. Reflective journals should be either in print in the back half of your class notebook; interspersed between your class notes (but clearly marked and differentiated from them); or in electronic format (a MS Word files). Journals will be turned in four times during the semester for instructor review at 50 points each and on the same dates as the class notebooks.

Class Projects: You are only required to do one of these, not both!

deadlines (each day late is -5 points):

Feb. 13 (Tue) = statement of intent (via Canvas) = 10 points

March 2 (Fri.) = outline of concrete steps, dates, plans, drafted shell documents = 25 points

April 10 (Tue.) = half-completed project = 40 points

May 4 (Fri.) = final project = remaining 125 points

Option #1 – author interview: Interview an author in person (outside of class) or via phone/Skype/e-mail. Alternatively you may interview a tribal member/local resident who interacted extensively with the author during their research on the Tohono O'odham Nation.

must also document and summarize their interview. Students will be asked to contribute their end

product (audio/video recording, written summary, etc.) to either the library at TOCC and/or the archives at Himdag Ki. The interview option will require obtaining appropriate consent from the individuals interviewed; details on this process will be discussed in class. Interviews must be approved by the instructors in advance.

Option #2 – poster/table top display: This assignment is a means of sharing course material with a broader audience. Think of it as a term paper but in a format to be posted in a hallway (2' x 3' PowerPoint file) or a table-top (2' x 3' posterboard) instead of an 8 page paper. Posters will be displayed on-campus and/or at Himdag Ki: (and possibly other locations) after the semester ends. A list of topics for you to choose from is available from the instructor. Additional topics may be allowed if approved by the instructor in advance.

Instructor is available to assist and support you as needed on your class project.

Exams: There are no Midterm or Final exams in this class!

Himdag Cultural Component:

Tohono O'odham Community College and the instructor strives to integrate the curriculum into Tohono O'odham Himdag. Learning in this class is reflective of *t-šo:şon*, TOCC's four core values: 1) this class integrates learning from both an academic and a traditional O'odham perspective [reflecting sensitivity to *t-wohucudadag*, our beliefs]; 2) while academic learning is often based on abstract theories or ideas, this class also seeks practical applications for and use of this information for ourselves, our families, and our communities [*t-apedag*, our well-being]; 3) this class prioritizes a safe and positive learning environment for students [*t-pi:k elida*, our deepest respect,]; and 4) this class provides an environment in which we can learn from each other as a community [*i-we:mta*, working together].

Policies and expectations-

Reading: You should come to class having read the appropriate assignments and be prepared to actively engage with the instructor and your fellow students. Keeping up with the reading is critical to doing well in this class.

Late Work: It is best to submit all materials on time and take quizzes and exams as scheduled.

Late work will automatically have points deducted. In the case of unavoidable delay or absence, students should e-mail the instructor immediately with an explanation of the situation to explain the situation and make alternate arrangements. Supplemental documentation may be required and points deducted. Only rarely will late work be approved for full credit.

*In-class Behavior: Class time is to be reserved exclusively for class work. If you have trouble resisting the urge to text your friends, post to Facebook, or tweet about how exciting the day's discussion is, please turn off your cell phone. This is an important part of maintaining *t-pi:k elida*—our deepest respect—for the learning environment of the classroom. Those who are distracting to the instructor or others may be asked to leave the class and under such circumstances not return until after meeting*

individually with the instructor. Expectations for behavior also apply to out-of-class activities.

Communication: Please be sure to check your TOCC e-mail account regularly for important announcements from the college and instructor.

Special Accommodations: If you need special accommodations due to a disability and or family/social obligations that may interfere with class performance, please instructor early on in the semester (or as soon as possible after the onset of the situation) to make arrangements.

Academic Honesty: Plagiarism is unacceptable. Work presented as your own should in fact be your own. Work from others should be appropriately acknowledged or cited. If you have any questions about academic honesty, be sure to ask!

Incomplete Policy: Incomplete grades are reserved for very rare circumstances. In order to qualify, you must request an incomplete via e-mail no later than the date of the final exam. Substitute or additional assignments may be designed in order to convert an incomplete to a letter grade. Students who take an incomplete will generally receive one grade lower than is earned.

Course Outline:

Jan. 16 (T) = introductions; syllabus, reading strategies, class notebook & reflective journal

READ Underhill (1938) "A Papago Calendar Record" pp. 1-25, 64-66

Jan. 18 (R) = academic literature defined (books, journal articles, conferences, theses/dissertations)

READ Underhill (1936), "The Autobiography of a Papago Woman" pp. 1-30

Jan. 23 (T) = research publications in disciplinary and university culture

READ Underhill (2014), pp. 144-196, 211-215 "An Anthropologist's Arrival"

Jan. 30 (T) = Fontana Bibliography

READ Bataille & Sands (1984) "Maria Chona"

Feb. 1 (R) = TOCC library visit, including special collections

READ Rios and Sands (2000) "Telling a Good One" pp. xi-110

turn in class notebooks/reflective journals for grading on Tuesday (50 points)

Feb. 6 (M) = guest speaker: Kathleen Mullen Sands (pre-recorded)

READ Hoover (1938) "Papago Villages of Arizona and Sonora"

Feb. 8 (R) =

READ Hoover (1935) "Generic Descent of the Papago Villages"

& Comeaux (1979) "Jonas Wegner Hoover"

turn in class project statement of intent on Tuesday (10 points)

Feb. 13 (T) = relevance / usefulness of academic works

BROWSE Fontana (1974) "The Papago Tribe of Arizona" [on reserve in library]

READ Fontana (1987) "The Vikita: A Biblio History" pp. 259-272

Feb. 15 (R) =

BROWSE Fontana (1989) "Of Earth and Little Rain" [on reserve in library]

READ Ramon-Sauberan (2016) "Who is Bunny Fontana?" pp. 31-48 (Ch. 6), 60-81 (Ch. 8, 9)

Feb. 20 (T) = READ Booth (2000) "Creation of a Nation" pp. 1-76

Feb. 22 (R) =

- REVIEW Fontana and Ramon-Sauberan readings
- turn in class notebooks/reflective journals for grading on Tuesday (50 points)

Feb. 27 (T) = guest speaker: Jacelle E. Ramon-Sauberan

- READ Booth (2000) "Creation of a Nation" pp. 78-155
- BROWSE remainder of Booth (2000) [on reserve in library]

March 1 (R) =

- READ Booth (2005) "If we gave up the Making of Nawait, It Would Mean Starvation"
- turn in class project outline of concrete steps, dates, plans, and drafted shell documents on Friday, March 2 (25 points)

March 2 (F) = projects outlines due [no class meeting]

March 6 (T) = guest speaker: Peter MacMillan Booth, (pre recorded)

- READ Marak/Tuennerman (2009) "Tohono O'odham Agency and Agricultural Priorities"

March 8 (R) =

- READ Marak/Tuennerman (2013) "At the Border of Empires" pp. xi-47
- [note that the remainder of readings from this source will be on reserve in library]

March 13 (T) = Spring Break – no class

March 15 (R) = Spring Break – no class

March 20 (T) = discussion on archival research

- READ Marak/Tuennerman (2013) "At the Border of Empires" pp. 48-74 [on reserve in library]
- BROWSE remainder of Marak/Tuennerman (2013) [on reserve in library]

March 22 (R) = guest speaker: Andrae Marak, (pre recorded)

- READ Kozak & Lopez (1991) "The Tohono O'odham Shrine Complex"
- & Bahr (1991) "Papago Ocean Songs and the Wi:gita"

March 27 (T) = [possible guest speaker: TBA]

- READ Madsen (2008) "Indigenous Research, Publishing, and Intellectual Property"
- turn in class notebooks/reflective journals for grading on Wednesday (50 points)

March 29 (R) = discussion on research ethics

- READ Mathiot (n/d) "Tohono 'O'odham-English Dictionary" (Vol. 1) pp. 1-16
- OPTIONAL READINGS TO BROWSE Saxton, Saxton, and Enos (1983) "Dictionary : Papago/Pima—English, O'othham—Mil-gahn; English—Papago/Pima, Mil-gahn—O'othham"; Zepeda "A Papago Grammar" (1983) [both on reserve in library]

April 3 (T) = NO CLASS TODAY – work on class projects

[note: TOCC is still open and other classes will be meeting]

- READ Dolores 1936 "Papago Nicknames" pp. 45-47; Hill & Zepeda "Tohono O'odham (Papago) Plurals" (1998) pp. 1-8 only; Zepeda (1982) "Thoughts" introductory comments to Mat Hekid O Ju / When It Rains; Lopez (1982) "Wi'ikam Do'ag / Lonely Mountain" & "Oks Dahä / Lady Sitting Mountain"

- BROWSE remainder of Mat Hekid O Ju / When It Rains (1982) [on reserve in library]

April 5 (R) = discussion on academic publications by linguists

- READ Zepeda "The Continuum of Literacy in Native American Communities" (1995) pp. 5-15
- turn in class project (half-completed) on Tuesday (40 points)

April 10 (T) = discussion on indigenous academics

- READ Geronimo (2014) "Establishing Connections to Place"

April 12 (R) =

- READ Madsen (2014) "The Alignment of Local Borders"

April 17 (T) =

READ Madsen (2014) "A Basis for Bordering"

April 19 (R) =

REVIEW and report back on an academic publication not covered elsewhere in this class

April 24 (T) =

READ Schermerhorn (2016) "O'odham Songscapes"

turn in class notebooks/reflective journals for grading on Wednesday (50 points)

April 26 (R) = discussion on ethnography and field work

READ Schermerhorn (2016) "Walkers and their Staffs: O'odham Walking Sticks"

May 1 (T) = guest speaker: Seth Schermerhorn, (pre recorded)

READ Tom (2015) "Established Research Protocols within Arizona Tribes" pp. 1-32

May 3 (R) =

READ Tom (2015) "Established Research Protocols within Arizona Tribes" pp. 33-53

BROWSE remainder of Tom (2015) [on reserve in library]

turn in class project (final version) on Friday, May 5 (125 points)

May 4 (F) = projects due [no class meeting]

May 8 (T) = guest speaker: Naomi Tom

READ Tohono O'odham Legislative Council "Research Code" (Tohono O'odham Code Ch. 8)

May 10 (R) = semester wrap-up

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.