



Syllabus: *Prefix and course name*

Course Information

Course Prefix/Number: **HIS 122-1**

Semester: **Spring 2019**

Class Days/Times: **Tu & Th; 9:00-10:15 am**

Credit Hours: **3**

Course Title: **Tohono O'odham History and Culture I**

Room: **GSK 4**

Instructor Information:

Name: **Dwayne Pierce**

S-ape 'o g t-jewedga. S-ke:kaj 'o, ñia 'an g i-neid. "Our land is good. The land is all beautiful, take a look." - Dr. Ofelia Zepeda, *Where Clouds Are Formed*.

Phone/Voice Mail : **520-955-4849**

E-mail: **dpierce@tocc.edu**

Office location: **TBD**

Office hours: **By Appointment**

Course Description:

A survey of the culture and history of the Tohono O'odham from Pre-history up to the 1980's. Includes an examination of the issues and events that have affected the lifestyle of the O'odham and how Spanish, Mexican and American influence has impacted and shaped O'odham history and culture. Also includes an analysis of the available sources on the cultural and historical development of the Tohono O'odham.

Course Objectives:

During this course students will ...

Gain an appreciation; for the long and important history of the Tohono O'odham People on Tohono Jewed, and their relationships with surrounding communities.

Identify and explain; the cultural, political, social, economic, and environmental factors and how they evolved prior and during contact with other indigenous groups and Europeans, up to the 1980's.

Research; and present the history of your particular district with classmates from the same district. If you are not Tohono O'odham, join a group that could use some assistance. Create an I:mig chart for presentation to the class.

Collaboration; with other students on projects to develop skills for community building, an integral part of O'odham himdag.

Student Learning Outcomes (SLOs): (Three to Six)

After completion of the course students will be able to...

1. Describe Tohono O'odham lifestyle and culture prior to European contact.
2. Discuss the impact of Spanish, Mexican, and American influence on the development of Tohono O'odham history and culture.
3. Identify issues and events that have affected the Tohono O'odham Nation
4. Evaluate the sources of Tohono O'odham history.

Course Structure:

Throughout the course of the semester students will use selected readings from the required books and articles presented by the instructor, in examining the history of the Tohono O'odham people.

Written assignments will be done individually, while projects will entail group participation.

Quizzes will be conducted weekly to assess student retention of materials presented.

Group presentations will be conducted to be determined by the instructor.

Films, music, periodicals, guest speakers, and class discussion will occur.

Texts and Materials:

Required:

Erickson, Winston P. *Sharing the Desert*. Tucson: University of Arizona Press, 1994.

Lewis, David Rich. *Neither Wolf Nor Dog: American Indians, Environment, and Agrarian Change*. New York: Oxford University Press, 1994.

Spicer, Edward H. *Cycles of Conquest: The Impact of Spain, Mexico, and the United States on the Indians of the Southwest, 1533-1960*. Tucson: University of Arizona Press, 1962.

Note-taking materials; notebook, pencils/pens. I-pads, laptops, and other electronics can be used as long as they are used for class/classwork. Should this privilege be abused, no electronics will be allowed during class.

Recommended:

Bahr, Donald, et al. *Short Swift Time of Gods on Earth*. Berkeley: University of California Press, 1994.

Blaine Sr., Peter and Michael S. Adams. *Papagos and Politics*. The Arizona Historical Society, 1981.

Ferguson, T.J. and Chip Colwell-Chanthaphonh. *History is in the Land: Multivocal Tribal Traditions in Arizona's San Pedro Valley*. Tucson: University of Arizona Press, 2006.

Fontana, Bernard L. *Of Earth and Little Rain*. Tucson: University of Arizona Press, 1989.

Kessel, John L. *Friars, Soldiers, and Reformers: Hispanic Arizona and the Sonora Mission Frontier 1767-1856*. Tucson: University of Arizona Press, 1976.

Manuel, Frances and Deborah Neff. *Desert Indian Woman: Stories and Dreams*. Tucson: University of Arizona Press, 2001.

McCarty, Kieran. *A Frontier Documentary: Sonora and Tucson, 1821-1848*. Tucson: University of Arizona Press, 1997.

Nabhan, Gary Paul. *The Desert Smells like Rain: A Naturalist in Papago Indian Country*. San Francisco: North Point Press, 1982.

Seymour, Deni J. *A Fateful Day in 1698: The Remarkable Sobaipuri-O'odham Victory Over the Apaches and Their Allies*. Salt Lake City: University of Utah Press, 2014.

Underhill, Ruth M. *Papago Woman: An Intimate Portrait of American Indian Culture*. Long Grove, IL: Waveland Press, Inc., 1979.

Evaluation and Grading & Assignments:

Attendance and Participation – **25%**

Reflection Papers – **15%**

I:mig presentation – **15%**

Midterm Presentation – **20%**

Final Paper (5-7 pages) – **25%**

Total -100%

100-90	A
89-80	B
79-70	C
69-60	D
59 - below	F

Himdag Cultural Component:

TOCC core values, **T-Wohocudadag** (Our Beliefs), **T-Apedag** (Our Well-Being), **T-Pi:k Elida** (Our Deepest Respect), and **I-We:mta** (Working Together) will be incorporated into the course throughout the semester. Learning O'odham place names for sites within O'odham ha-Jewedga will also occur.

Policies and expectations- minimally

Course Policies Requirements: (1) Attend class regularly (2) Complete in-class and out of class assignments (3) Attend any planned field trips. (4) Take all exams (5) Complete all class projects and presentations.

Attendance: You are expected to arrive to class on time and actively participate each class period. Participation in class discussions does affect your grade. Some class assignments begin at the start of class and may be missed if you do not arrive on time. If you miss all or a portion of the class, then you are solely responsible for obtaining missed class material. Complete attendance is mandatory during student presentations otherwise presentation points will be forfeited. Four consecutive absences may result in withdrawal from the class. You may ask to be excused from class for religious observation and practices, for illness, for travel or for personal or family emergency. If you will be absent, please notify the instructor before class time or as soon as possible if it is an emergency. Communication with the instructor is crucial for student success.

Make up policy: All assignments if not turned in on the due date can be submitted late within two days of the due date but will not receive the maximum points allowed. Assignments will not be accepted at all after 1 week following due date. You will be allowed one extra credit assignment or activity. Academic Integrity: Violations of scholastic ethics are considered serious offenses by Tohono O'odham Community College, the Student Services Department, and by your instructor. Students may consult the TOCC Student Handbook sections on student code of conduct, on scholastic ethics and on the grade appeal procedure. Copies are available at Tohono O'odham Community College. All work done for this class must be your own. While you may discuss assignments with other class members, the final written project must clearly be your own. You may use work from books and other materials if it is properly cited. Copying from a book without proper reference or from a person under any circumstances will result in an "F" for the assignment, and at the instructor's discretion, possibly an "F" for the course.

ADA Compliance: Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform your instructor at the beginning of the semester so your academic performance will not suffer because of the disability or handicap.

Classroom Behavior:

- Because of insurance limitations, non-registered visitors are not allowed at class sessions or on field trips.
- Possession of drugs, alcohol or firearms on college property is illegal • Food and beverages are allowed in the classroom as long as you clean up
- Pets, cellphones and other electronic devices that distract students are not allowed
- Students creating disturbances that interfere with the conduct of the class and the learning environment will be asked to leave
- Students sleeping or wearing headphones in class will be marked absent

Course Feedback: All assignments, written papers and quizzes will be graded and returned to the students one week after the assignment is due. E-mail and phone messages will be returned within two days. A student or the instructor may request a student conference at any time during the semester. A mid-semester grade report will be provided to each student.

Instructor Withdrawals: Students who have missed four consecutive classes, not submitted any assignments nor taken any quizzes by the 45th day census report are assumed NOT to be participating in the class and will be withdrawn. Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by the withdrawal due date if you do not expect to complete the class, otherwise you may receive an "F" grade.

Incomplete (I) grade: "I" grades are not awarded automatically. The student must request an "I" from the instructor who will judge the student's ability to complete the course on his or her own. Generally, the student must have completed over 80% of the course requirements with at least a "C" grade. An "I" requires a written contract between the student and the instructor listing work to be completed as well as how and when the work will be done. If the work is not completed within the contract period, the "I" grade automatically reverts to an "F."

"I" grades will not be re-evaluated during the final two weeks of the semester when class activities are normally at their most intense.

Special Withdrawal (Y) grade: The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award a "Y" grade without a strong reason. Final Grades: Students will receive a grade transcript from the college mailed to the address given with registration materials at the end of the semester when all grades have been recorded.

SPECIAL NOTE TO STUDENT: For privacy and security reasons, instructors are advised NOT to give grades over the telephone. Grades will only be emailed with written permission from the student. Your instructor will make every attempt to follow the above procedures and schedules, but they may be changed in the event of extenuating circumstances. Students submitting assignments through the mail or by email are advised to make copies for their own protection.

If you move during the semester, please file a change of address form with the Student Services Office, and inform your instructor.

ADA Statement: Reasonable Disability Accommodations: Tohono O'odham Community College seeks to provide reasonable accommodations for all qualified individuals with disabilities. The College will comply with all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to provide an equal educational opportunity. Students with disabilities requiring special accommodations must notify Student Services at the beginning of the semester. Title IX Syllabus statement Tohono O'odham Community College faculty and all staff are dedicated to creating a safe and supportive campus. Title IX and our school policy prohibit discrimination on the basis of sex- this includes sexual misconduct; harassment, stalking, domestic and dating violence and sexual assault. Sexual discrimination and sexual violence can undermine students' academic success and quality of life on campus and beyond. We encourage students who have experienced any form of sexual misconduct to talk about their experience and seek the support they need. Confidential support and academic advocacy can be found with:

Christie Kelly, M.A.
Counselor/Title IX Coordinator
ckelly@tocc.edu

Course Outline:

As mentioned earlier, course outline can be adjusted at the discretion of the instructor.

Outline will be handed out during first class, but is subject to alteration.

Week 1:

(1/15/2019) Introductions; syllabus; grouping; student bio exercise

(1/17/2019) **Hekio-hu O'odham**; Discussion on O'odham Jewed/Himdag, Read handout - Nabhan; *The Desert Smells like Rain*. Assignment: reflection paper on handout due Jan. 22.

Week 2:

(1/22/2019) Finalize groups for mid-term presentations, discussion on Week 1, Read Chapter 1 Erickson-*Sharing the Desert* and Lewis-*Neither Wolf nor Dog: Environment*; pages 120-123.

Assignment: reflection paper on both readings, due Jan. 31.

(1/24/2019) Lecture on ancient cultures of Tohono Jewed.

Week 3.

(1/29/2019) Video on Huhugam (Enis), lecture/discussion on the Huhukam

(1/31/2019) Reflection paper on Erickson Chapter 1/Lewis Environment due; Huhugam discussions

Week 4:

(2/5/2019) **Spanish Era**; Sobaipuri video, Read Erickson Chapter 2 and Spicer Chapter 5 (pages 118-129.) with reflection paper due Feb. 19.

(2/7/2019)

Week 5:

(2/12/2019) Father Eusebio Kino

(2/14/2019) Benefits/problems with missions

Week 6:

(2/19/2019) Reflection paper on Erickson Chap2/Spicer Chap 5 (pgs 118-129) due, Read Erickson Chapter 3 and Spicer Chapter 5 pages 129 (beginning with "By 1750...") – 132 after reading paragraph beginning with "By the time..." with reflection paper due Mar. 7.

(2/21/2019)

Week 7:

(2/26/2019) Revolt of 1751 – Luis Oacpicagigua

(2/28/2019)

Week 8:

(3/5/2018) **Mid-term:** Group presentations on Tohono O'odham Nation Districts

(3/7/2019) **Mid-term:** Group presentations on Tohono O'odham Nation Districts, reflection paper on Erickson Chap 3/Spicer Chap 5 (pgs 129-132) due.

Week 9:

3/11-3/15/2019 **Spring Break – No class**

Week 10:

(3/19/2019) I:mig presentations

(3/21/2019) **Mexican Era**; Independence from Spain and its effects on O'odham society, Read Chapter 5 Erickson and Spicer Chapter 5 pgs 132 (beginning paragraph "For nearly fifty years...") to pg 134 (finishing first paragraph before *Papagos* section) for a reflection paper due Apr 2.

Week 11:

(3/26/2019) Turn in subject for final paper.

(3/28/2019)

Week 12:

(4/2/2019) **American Era**; Reflection paper on Erickson Chapter 5/Spicer readings due, Gadsden Purchase, Civil War and encroachments

(4/4/2019) Camp Grant, creation of San Xavier and Gila Bend reservations, read Lewis pgs. 135-141 *Americans and the Tohono O'odham* for a reflection paper due Apr 11.

Week 13:

(4/9/2019) Main reservation created, Constitution of the Papago Tribe 1917, Read Spicer 140 (last paragraph) to 146 before *Pimas of the Gila River* section and Erickson Chapter 10 for a reflection paper due Apr 25.

(4/11/2019) Reflection on Lewis 135-141 due.

Week 14:

(4/16/2019) Cattle, World War I and effects

(4/18/2019)

Week 15:

(4/23/2019) World War II

(4/25/2019) Reflection paper on Spicer 140-146/Erickson Chap 10 due.

Week 16:

(4/30/2019) Relocation Era – 1950's-1960's Video

(5/2/2019)

Week 17:

(5/7/2019) Wrap up

(5/9/2019) **Final Paper due, 5-7 pages.**

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.

The Difference Between Student Learning Outcomes and Course Objectives

Goals state what you, your colleagues, or your college aim to achieve. They can describe aims outside the teaching and learning process.

Outcomes are goals that refer to a destination rather than the path taken to get there – the end rather than the means. The **OUTCOME** is **NOT** the **PROCESS**.

Learning outcomes or **Learning goals** are goals that describe how students will be different because of a learning experience.

Objectives can describe detailed aspects of goals. The **PROCESS** or the **MEANS** to an **END** or **OUTCOME**. (Suskie)

Student Learning Outcomes (SLOs) tend to represent the “big picture” as opposed to the specific details and discrete aspects or chunks of performance that course objectives focus on. SLOs are achieved during an entire course of study, while objectives could be achieved in one class and tend to be broader than SLOs.

Glossary of Terms:

Assessment: the continual process of:

Establishing clear, measurable expected outcomes of student learning;

Ensuring that students have sufficient opportunities to achieve those outcomes;

Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and,

Using the resulting information to understand and improve student learning. (Suskie, *Assessing Student Learning*, 4)

Classroom Assessment and Classroom Assessment Techniques (CATS): Classroom assessment is a systematic approach to formative evaluation, and Classroom Assessment Techniques (CATS) are

simple tools for collecting data on student learning in order to improve it. CATS are 'feedback devices,' instruments that faculty can use to find out how much, how well, and even how students are learning what they are trying to teach...these formative assessment tools are meant to give teachers and students information on learning before and between tests and examinations; therefore, they supplement and complement formal evaluations of learning (Angelo and Cross, *Classroom Assessment Techniques: A Handbook for College Teachers*, 25-26).

Evaluation: One perspective equates it with judgment: evaluation is using assessment information to make an informed judgment on such things as:

Whether students have achieved the learning goals established for them;
The relative strengths and weaknesses of teaching and learning strategies; and,
What changes in goals and teaching-learning strategies might be appropriate.

A second conception of evaluation is that it determines the match between intended outcomes and actual outcomes. A third conception of evaluation is that it investigates and judges the quality or worth of a program, project, or other entity rather than student learning...Under this definition, evaluation is a broader concept than assessment. While assessment focuses on how well student learning goals are achieved, evaluation addresses how well all the major goals of a program are achieved (Suskie 12).

Formative assessment: ...“undertaken while student learning is taking place rather than at the end of a course or program” (24). (e.g., a mid-term progress report, etc.)

Learning outcomes (or learning goals): a description of “how students will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (117).

Objectives: a description of “detailed aspects of goals...Objectives can also describe the tasks to be accomplished to achieve the goal—the means to the end, the process leading to the outcome” (117).

Summative assessment: “the kind obtained at the end of the course or program” (23).

Verification and Statement of Agreement:

I, (print name) _____, attest that I have
read and understood the content of this syllabus and by my signature, I
acknowledge agreement with the provisions of said syllabus.
(signature) _____ (date)