ST. LAWRENCE UNIVERSITY
Spring, 2009
FRPG 188A: Native American Children and Youth

Meeting Place:	Akwesasne Boys and Girls Club (W) Piskor 015 (F)
Meeting times:	W 12:00-3:10 (Plenary) F 12:00-1:30 (seminar) W 3:15-5:15 (community service) various locations

Instructors, Mentors and Supervisors

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COURSE DESCRIPTION

This course is a modest introduction to the life experiences of First Nation peoples today and their implications for children and youth. While cliché, is it certainly true that the future of any society rests with its children. To understand what that future might look like, we must journey into the past. Throughout the semester, many of our conversations will focus on the genocide of Native people at the hands of westerners (first European, later American and Canadian). Since Columbus arrived in the Caribbean (and quickly proceeded to slaughter the indigenous populations on the islands), Western societies have used every weapon at their disposal to systematically and deliberately annihilate the first nation peoples of this continent.

We will review how western governments, directed by ideological constructs and at the behest of economic interests, have attempted to exterminate, enslave, exploit, remove, disenfranchise, segregate, relocate, terminate and assimilate native people through

war, police actions, treaty agreements and their violation, policy impositions and bureaucratic protocols, and actions. In addition to these economic and political structures, Deloria argues that religious institutions such as Christianity contributed to this genocide by the active suppression of native religious traditions and rituals and imposition of belief and value systems that were foreign to native spirituality and ways of life. Western scientific institutions (medicine, behavioral sciences, archeology, anthropology, among others) demeaned and dismissed native ways of knowing and imposed western perspectives on their behavior, while western educational systems actively discouraged native epistemologies and suppressed the use of native languages. Lastly, for many natives, family structures and systems through intermarriage, miscegenation and adoption have participated in the genocide of native people. This last point is especially important because it speaks to the contested terrain of claiming one's "indianness."

Our conversations will then turn to the devastating effects of these genocidal actions on Native peoples and cultures. As we will learn, Native Americans find themselves living marginal lives struggling to hold on to their traditions while trying to survive in a white world. For many, the sustained and systematic assault on their lands, language, religion, culture and sovereignty has resulted in self doubt, self loathing and denial. Since our sense of identity comes from our community, our culture, our language and our people, one can only imagine the implications for self construction for those whose language, ways of life, religion, and sense of place have been undermined, if not lost, and replaced by myth, misperception, and stereotypes typified by images such as Chief Wahoo. It is reasonable to see why so many Native Americans have suffered from mental illness, depression, alcoholism and suicide. It is also not surprising to see why Native Americans suffer from high dropout rates, high unemployment and many live in severe poverty.

And, yet, Native Americans continue to survive this genocide. They survive through their resistance to unfair and unjust treatment by US and Canadian governments and through maintaining their languages and traditional religions and spiritual practices. And, they survive through the care and education of their children and youth. During the next fourteen weeks, we will be working with Mohawk children and youth at the Akwesasne Boys and Girls Club on the St. Regis Mohawk reservation in a learn and serve relationship where we will be guided in understanding both the historical legacy of genocide and continued native resistance.

Our experiences on the reservation will serve to inform our work in the classroom, while our research, readings and conversations in class will serve to contextualize our work at the club. Working with the professional staff at the Boys and Girls Club and the faculty at the Freedom School, we will have the opportunity to offer our skills, talents and hearts to the children while learning much about their lives, their hopes and their futures. And, we might even learn a little bit about ourselves, too.

This introduction to the Native American experience and the lives of Native children and youth serves as the platform for the continued development of your reading, writing, speaking and listening skills. In addition, this course is intended to promote the development of critical inquiry and research skills as well. Since this is a community based learning class, our research efforts will be collaborative enterprises whose products will give back to the community.

COURSE AIMS AND OBJECTIVES

Through readings, discussion, research and work in the community, we aim to move, perhaps ever so slightly, from a sympathetic to an empathetic understanding of the life experiences of Native Americans today. That means that through our class work and community service work with the Mohawks, we will come to a richer appreciation of the social and political context that underlies life on the reservation and perhaps begin to see the world from the point of view of the "other." It is through the development of such skills that students become engaged citizens who are well prepared to assume leadership roles both now and in the future. Such individuals are endowed with the democratic imagination, which means they have the ability to understand social problems from multiple perspectives and to find solutions through collaboration.

Since this is a First Year Seminar, many of our goals and objectives are the same as those articulated in the First Year Program Philosophy and Goals Statement:

First-Year Program
Philosophy and Goals Statement 2008-09

With its commitment to collaborative, interdisciplinary teaching and its integrated sets of academic assignments, residential community-building and co-curricular activities, and the cultivation of student intentionality in academic planning over the whole first year, the FYP seeks to foster an intellectual community of literate, thoughtful, rhetorically sensitive and ethically responsible individuals who become increasingly able to:

- take a critical perspective on truth-claims of all sorts;
- confront issues of privilege (including and especially their own);
- develop interdisciplinary and creative intellectual agendas;
- place texts in their historical, cultural and political contexts;
- understand science and assess the ways scientific knowledge is used in society;
- recognize that they are in the world but not the center of it;
- participate in respectful debate about pressing social, environmental and scientific issues;
- recognize and reflect on their role as members of multiple geographical, political, cultural, and intellectual and identity communities;
- recognize the deeply social nature of knowledge production, including the processes that produce scientific knowledge;
- construct a course of study over four years that results from intentional decision-making about the process and goals of their education.

Ethical reflection and responsible representation

The work of the FYP asks students to reflect on the ethical dimensions of the choices they make, both in the classroom and out. Ethical concerns are most obvious in the case of doing academically honest work, where the choice of whether or not to uphold the standards of academic integrity needs to be understood as a matter of values and ethics, but students should also learn to develop an "ethic of responsible representation." Relying on discredited sources, cherry-picking data, falsifying experimental results, making ad hominem attacks, or just doing lazy or sloppy work are all examples of choices with a clear ethical dimension to them. Writers, speakers, and performers have an obligation to represent their ideas, the ideas of others, and the other people with whom

> they interact in ethically responsible ways. Attention to the ethical dimensions of communication should also inculcate in students a commitment to listening carefully and sympathetically to other speakers, reading authors as charitably as possible, and engaging in intellectual interactions, whether with written or visual texts or in conversation with others, with the assumption that their interlocutors share their own good faith commitment to the pursuit of knowledge.

REQUIREMENTS

What follows is a brief overview of the major assignments of the course. Detailed instructions and other related materials will be made available on the Angel site throughout the semester. Each major assignment is designed to enhance a student's critical inquiry, research and rhetorical skills and thus includes reading, writing, speaking and listening and research components. The assignments were designed based on conversations with the professional staff of the Akwesasne Boys and Girls Club and satisfy the criterion of meeting community needs. Although the basic structure of each assignment is fairly set, we'll have some flexibility in molding the final products.

The Research Project and Journal (45 percent)

Since this is a class on research skills, you should not be surprised that a major requirement of the course is a research project. I call the assignment a ***project*** rather than a paper because the goal is to familiarize you with the ***process of research*** of which the paper is simply one part. The emphasis of the course will be on how to develop a strong argument and effectively use evidence to support it. Since good arguments are built using sources, we're going to spend a lot of time on how to work with them. We're also going to work quite a bit on how to draft and revise your research document.

Research Project Assignments	**% of Project Grade**
Topic Selection and Working with Sources	**25.0**
Anatomy of the Argument	**20.0**
Drafting	**10.0**
First Draft	**12.5**
Final Draft	**12.5**
Presentation	**10.0**
Overall quality of Journal	**10.0**

All of the assignments are to be kept in a single word file that is submitted to the instructor in its entirety whenever a project assignment is due. All work is to be submitted via our course Angel site by using the Research Journal dropbox.

A summary of the learning goals for all First Year Seminars are:

> With respect to research skills specifically, our learning goals for the spring are that students will:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.

- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.

- Learn how to evaluate and synthesize information, whether gathered from traditional sources, e.g., books and journals, or from websites or electronic media.

- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.

- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.

The Community Journal (40 percent) Students will be required to maintain a classroom-community journal of their experiences in their community placement. The journal will include weekly entries detailing their activities at their placement site coupled with more directed entries that tie these activities to course readings and class discussions. Students will also be asked to reflect on their experiences in the class with emphasis on their progression toward meeting the objectives of the course and the FYP.

Show me the money! The Art of Grant Writing (15 percent) This assignment will draw significantly from all of our assignments and experiences at the club and on the reservation. Every student will be part of a grant writing team that includes fellow students and possibly professional staff members of your placement site. Together, each research team will identify an important need in the club and develop a program that meets it. Students will work together to write a grant to an agency or organization of their choosing for funding. The funding proposals will be presented to fellow students, the ABGC staff and other interested parties on the reservation. The presentation should be tailored to a professional audience with Q&A.

Workload

While this may appear to be a lot of work, don't be fooled – it's **a heck of a lot** of work. The workload of the course, however, is distributed fairly evenly across the 14 weeks of the semester, so there shouldn't be any severe meltdown periods. However, it is very important to keep up with your work, especially the journal.

A Note on Whining: While I don't have a formal policy on whining, please note that I tend to frown on such behavior. While it occurs rarely among St. Lawrence students, when it does, it can be quite ugly. If, for some reason, you feel the urge to whine, call home! Remember, mom and dad know best about how to deal with your whining. They

love you and so they'll listen. After you hang up, I am confident that you'll feel much, much better and you'll be able to return to your work feeling refreshed and invigorated. I wouldn't be surprised to hear you whistling while you worked.

SUPPORT SYSTEMS

The Writing Mentor:
Think of your mentor as a Writing Center tutor who is particularly knowledgeable about the subject matter of your course. Stephanie will participate in class activities as often as possible, and he will be able to help you with all of your assignments. She will have official office hours each week (schedule to be announced soon). I expect you to take advantage of her talents, and we may, in fact, require some of you to see her at certain points in the semester. Though having a mentor is an extraordinarily valuable resource for you as a student, Stephanie is not a miracle worker and cannot fix things for you at the last minute. Working with Stephanie throughout the process will not necessarily guarantee you a perfect 4.0 grade, but it increases your chances significantly.

The WORD Studio:
In addition to the help you can receive from your mentor, the Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently "fix" your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out Stephanie during her office hours.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Special Needs and Tutors:
If you have a disability of any kind and need special accommodation, the first step is to contact John Meagher in the Office of Academic Services for Students with Special Needs. He will help you with all necessary steps to receiving appropriate accommodation for your disability. If you feel you simply might need additional help with any course materials (not just FYP), you can also contact Becky Graham or Ginnie Schwartz in the Office of Academic Achievement. They have free student tutors available for all subject areas, and they offer workshops on study skills, time management, and other practical issues as well. The office's website also offers tips and strategies for general academic achievement:
http://www.stlawu.edu/acskills/index.htm.

COMMUNITY BASED LEARNING

Students will be expected to devote about two hours a week to their service commitments. All students will be given a service learning contract, which details what is generally expected of all students in the Akwesasne boys and girls club and the Akwesasne Freedom School. Specific guidelines and training regarding specific duties will be provided by the supervisory staff.

Please note that you are not graded on the quality of your work at the community placement setting. It is, however, assumed that you will comport yourself in a way that reflects well on you and your University. If a student fails to perform at the highest level of excellence, he or she will be removed from the placement. Since the course requirements are built around the placement experiences, students with no placement can not pass the course. Your supervisors will be evaluating your work at the placement and will be in communication with me. *Please note, that while this is a very stern warning, in my ten years of working with students in the community (and that's hundreds of students), only once was there ever such a problem. SLU students have always given a 110 percent to their placement agencies and I have no reason to believe that such a pattern will not continue.*

REQUIRED READINGS

The following text is required and available for purchase (no, nothing is ever free) at the beautiful Brewer bookstore -- and, while you're there, feel free to buy a nice Latte and perhaps a scone.

Text available at the Brewer Bookstore

Booth, Wayne C., Gregory G. Colomb and Joseph Williams. 2008. The Craft of Research 3rd Edition Chicago: University of Chicago Press

Other required and recommended readings will be posted on this site under Course Materials (see Readings folder)

GROUND RULES

Attendance

The attendance policy is simple -- students are expected to attend **ALL** class and community service sessions. Students who miss 4.5 hours of class time (the equivalent of one week of class) - for whatever reason - should consider themselves in the danger zone. Missing an additional 90 minutes of class time will result in an **automatic** .25 reduction to the final course grade! Additional .25 reductions will be incurred for each additional 90 minutes of class missed. Please note that I make no distinctions between excused and unexcused absences.

Lateness and Early Departures

Neither tardiness nor early departures will be tolerated. During the course of a semester it is not unusual to be held up by forces beyond one's control. It's not the occasional missing of the bell that concerns me, rather when there is a pattern of lateness or early departure. Thus, three late arrivals/early departures equal one 90

minute absence. Please note that the van will leave from the Center for Civic Engagement and Leadership promptly at noon. If you miss the van, it is up to you to find your way to the reservation.

Class Participation
Participation is strongly encouraged. Those students who contribute to the quality of course will be rewarded when it comes to deciding on final grades. Shyness is not an acceptable excuse for not participating. All opinions, ideas, observations, questions and comments will be treated with respect by ALL members of class. See point on courtesy below.

Courtesy
At times classroom conversations may become a bit heated. I hope that the members of this seminar will conduct themselves in a respectful and courteous manner. To quote from a Corey College Syllabus: *(My) hope is to maintain a relaxed environment that encourages participation and facilitates learning for everyone... This can only be achieved if each member of the (seminar) acts as a responsible member of the community. Discourteous behaviors [arriving late, leaving without reason, rudely interrupting others while they are speaking, carrying on disruptive private conversations, using intimidating or disrespectful language or gestures towards fellow students or faculty, etc.] will not be tolerated. Such behavior will result in your being asked to leave class. In addition, you will be penalized for your absence (Corey College syllabus, Fall 1997).*

Class Preparation
Students are expected to have read/viewed all assigned readings and viewings prior to class meetings. The Angel site will provide up to the minute information on readings and viewings, so you should check the calendar often. The calendar will also contain important class announcements including activities at the club and upcoming due dates.

Surprise quizzes
I reserve the right to give "classes of mutes" surprise quizzes. If a sizable number of students in class are not reading as evidenced by a lack of participation (the class of mutes syndrome), I will give an unannounced quiz.

Office Visits
As the old saying goes "Don't be a Stranger!" While I do have "official" office hours, I'm usually in my office most of the day. If the door is open students are welcome to come in at any time. If the door is closed it usually means that I'm in a Greta Garbo mood, and do not want to be disturbed. Because of the nature of this course, it is essential that students drop by frequently to discuss their progress on their research projects. It has been my experience that those students who get lots of feedback (and address it well) typically do best.

Written Assignment Submissions
All written assignments must be submitted electronically via Angel Drop Boxes as attached WORD documents. It is the **student's responsibility** to ensure that the materials get to the instructor by assigned due dates and times. Students who accidentally forget to attach their documents will have their papers treated as not

received. Papers that somehow vaporize into cyberspace will also be treated as not received. I will send an e-mail acknowledgement by the end of the day the paper is due. If you do not receive said acknowledgment, be sure to resend the document.

Late Written Assignments and Extensions
The nature of the course virtually precludes the need for extensions on papers. Since I must assume that students are steadily working on their projects (which means I'm assuming that no one is actually beginning an assignment the night before it's due), students should always have something to hand in on a due date. It is, however, possible that a student can be granted an extension provided that s/he submit materials that demonstrate that significant progress has been made on the assignment (i.e., evidence of steady work on the piece) and that all that is needed is a bit more time to add some finishing touches. Assignments not handed in on the scheduled due date without a granted extension will be docked .25 grade for every hour that it is late. An assignment that is a day late will not be reviewed and will receive an automatic zero. **VERY IMPORTANT:** ***If a student fails to submit any part of any assignment, said student will receive an automatic zero for the entire assignment.***

Regarding presentations, students who fail to give their presentation on the scheduled date will be given an automatic zero for the entire assignment.

Comments/Evaluations
I strongly encourage all students to keep me abreast of how the course is progressing. Always feel free to drop by the office (for many of you that does not represent a substantial trek), send an email or give me a call when you feel that we might be going off track or if there are problems with the materials or the community placement. And, I always welcome suggestions on how to improve the course, so feel free to suggest a reading, a discussion topic, or a modification to an assignment that you think would improve the course. Remember, this is our course! We all own it.

Doing Honest Work

It is expected that you will engage in honest work in this and all your classes. During the course of the semester, we will spend a considerable amount of time discussing how to cite sources properly and avoid plagiarism. To remind you of the importance of this issue to the academic enterprise, I include the following section on academic honesty from the student handbook.

ACADEMIC HONESTY:
SELECTIONS FROM THE SLU STUDENT HANDBOOK

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.

Instructors have the duty to investigate any instance involving possible academic dishonesty

and must present evidence of academic dishonesty to the Academic Honor Council rather than make private arrangements with the student involved. Violations of the St. Lawrence University Code of Academic Honor are administered under the constitution of the Academic Honor Council [See Student Handbook for the Constitution].

Academic Honesty

The primary objective of the University is the promotion of knowledge. This objective can be furthered only if there is strict adherence to scrupulous standards of honesty. At St. Lawrence, all members of the University community have a responsibility to see that standards of honesty and integrity are maintained.

Students who respect academic honesty and who are orderly and meticulous in their treatment of both their own work and the work of others should anticipate no difficulty with cheating, plagiarism, or other forms of academic dishonesty. Borrowing ideas or language from others is acceptable scholarly practice and in many instances actively to be encouraged.

Academic dishonesty generally arises from one of two sources: either a student has knowingly cheated or plagiarized or he/she has been careless or slipshod in discriminating between his/her own work and that of others or in acknowledging sources accurately. These latter difficulties are easily circumvented. Any standard handbook on English usage or term paper writing manual will furnish a methodology as well as appropriate internal reference, endnote, or bibliographical forms (cf., for example, the *Harbrace Handbook, A Guide to MLA Documentation,* or *Writers Inc.).*

Academic Honesty

A major objective of the University is the pursuit of knowledge which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained.

Academic Dishonesty

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is <u>not</u> original, where originality is required.

The following constitute examples of academic dishonesty:
a) Plagiarism: Presenting as one's own work the work of another person - words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation-without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, <u>A Guide to MLA Documentation).</u>
b) Handing in false reports on any experiment.
c) Handing in a book report on a book one has not read.
d) Falsification of attendance records of a laboratory or other class meeting.
e) Supplying information to another student knowing that such information will be used in a dishonest way.
f)Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged.