

Syllabus
PS 499 / PPOL 507- Seminar: Indigenous Policy Summer Institute
Spring Term and Zero Week, 2014

GILK 305, F 12-2 PM

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1. Course Introduction

This course serves as the preparation for the 2014 Indigenous Policy Summer Institute.

The Indigenous Policy Summer Institutes are a series of short-term academic and service-learning exchanges that provide a student-based and partially student-run space for the discussion of questions of indigenous governance, culture, politics, and history, which takes place in an interdisciplinary, experiential and indigenous setting.

Throughout Zero Week 2014, we will be visiting Warm Springs, Umatilla and Yakama Indian Reservation.

The seminar depends on the active participation of every single member of the class.

2. Introduction to the Field School: History and Outline of the Program

General Aim and Scope of the Institutes

The Indigenous Policy Summer Institutes are a series of short-term graduate-level exchanges that provide a student-based and largely student-run space for the discussion of topics of contemporary relevance in an interdisciplinary, experiential and international setting.

Faculty-led workshops and courses at all three participating universities prepare a joint field trip, the institute week, which contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The institutes are targeted towards students of the humanities and social sciences, including Public Policy, Political Science, Cultural and Literary Studies, History, Education, and others, who are working together in order to approach political and historical topics with a strong relation to present-day cultural and public policy issues. The students are furthermore provided with an outlook into professional and practical applications of their academic training.

Structure of the Institutes

The student-based institutes are accompanied by faculty-led workshops and courses in the academic term preceding the field trip portion. Subsequently, the institute week contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The institutes are structured as follows:

During the **Preparatory Phase**, decisions about the institute theme are made by faculty organizers. During the term directly preceding the symposium, students are prepared in classroom seminars at each of the participating universities. This may also include online tools such as discussion forums and video conferencing. Student selection is based on academic merits, and lies within the discretion of the respective unit.

The **Institute Week** will take place during Zero Week and consists of several days of joint activities at a specific location. These are:

- cultural activities (museum visits, archaeological sites, art galleries, theater, etc.)
- social activities
- academic workshops by expert speakers on several issues related to the topic of the institute
- visits to political (both official authorities and NGOs), economic and cultural institutions related to the topic of the institute

The institute week concludes with student research presentations that are held in a public **Academic Conference**. The conference is organized by the student/assistant organizers with input from academic faculty.

During the symposium, learning outcomes are undergoing **Assessment**. The findings of this process will be fed back into the next iteration of the program.

We will also maintain connections with institute participants in order to create a community of former institute participants.

Experiential Learning and Central Objectives of the Program

The Indigenous Policy Summer Institutes allow us to provide graduate students with a **multi-dimensional**, both **theoretical and applied**, outlook for their field of study and their future occupation, moving **beyond traditional classroom instruction**. The institutes are conceived as a form of **experiential learning**. The classroom seminars are aimed at preparing participating students for the experiences of the institute week. Students are also encouraged to conduct their own research, partially in a collaborative way, which will then cumulate into the final conference presentations.

The field trip portion specifically provides students with a **hands-on perspective** to otherwise rather theoretical classroom discussions. By integrating practical components into the institute week, we are also offering an **outlook on future career opportunities and internships** (in diplomacy, politics, consulting, cultural work, etc.).

We are choosing program alumni to function as student organizers in their second year of participation. This model of **student leadership** ties in with the experiential learning methodology of the symposium.

Both in the preparatory phase and throughout the institute week, academic faculty engage in team-teaching and in **expanding their own disciplinary boundaries** by allowing for an inter- and trans-disciplinary exchange of ideas and methods.

Furthermore, opening up an experiential space for the student organizers and the students requires faculty to shift their roles from active teaching to facilitating experiential learning. As a result, this may allow for **innovative approaches to both teaching and learning**. These are realized by also building on the following central components: (1) cross-cultural approach and internationality, (2) inter-disciplinarity, (3) collegiality and collaborative learning, (4) diversity, (5) student scholarship and research, and (6) student leadership.

3. Seminar Schedule

PART 1: EXPOSITION

... during which we read and discuss a corpus of texts forming the basis of our understanding of American Indian policy. We also discuss possible student research topics.

Assignment 6: Discussion Forum (ongoing, all weeks)

Week 1: April 4: Introduction

Introduction

Week 2: April 11: The Federal-Indian Relationship

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

Morris, Glenn T. "International Law and Politics Toward a Right to Self-Determination for Indigenous Peoples." In: in M. Annette James, ed. *The State of Native America: Genocide, Colonization, and Resistance*. Boston: South End Press, 1992.

Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. Chapter 1

Warm Springs Treaty of 1855. http://www.warmsprings.com/Warmsprings/Tribal_Community/History_Culture/Treaty_Documents/Treaty_of_1855.html

Week 3: April 18: The Construction of Indian Identity

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

Sheffield, Gail K. *The Arbitrary Indian: The Indian Arts and Crafts Act of 1990*. Norman: U of Oklahoma P, 1997. Chapter 4

Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. Chapter 2

Alfred, Taiaiake, and Jeff Corntassel. "Being Indigenous - Resurgences against Contemporary Colonialism." *Government and Opposition* 40:4 (Autumn 2005): 597-614.

Week 4: April 25: Select. Indian Policy Issues and Controversies

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

The readings below will continue to be discussed later on, and are meant as an orientation for identifying your own research interests.

4.1. Education and Youth

Research on Youth Gangs in Indian Country.

<http://www.csus.edu/ssis/cdcps/nativegang2.htm>

Native American Involvement in the Gang Subculture.

<http://www.communitycorrections.org/psn/publications/NAInvolveinGangs-Trends.pdf>

4.2. Water rights, Fishing Rights, Environment

Barton, James D., and Kelvin Ketchum. "The Columbia River Treaty: Managing for Uncertainty." In: Cosens, Barbara, Ed. *The Columbia River Treaty Revisited: Transboundary River Governance in the Face of Uncertainty*. Corvallis: Oregon State U P, 2012. 43-59.

Mouat, Jeremy. "The Columbia Exchange: A Canadian Perspective on the Negotiation of the Columbia River Treaty, 1944-1964." In: Cosens, Barbara, Ed. *The Columbia River Treaty Revisited: Transboundary River Governance in the Face of Uncertainty*. Corvallis: Oregon State U P, 2012. 15-33.

Institute for Natural Progress. "In Usual and Accustomed Places Contemporary American Indian Fishing Rights Struggles." In: Jaimes, M. Annette. *The State of Native America: Genocide, Colonization, and Resistance*. Cambridge, MA: SouthEnd P, 1992. 217-237.

Denevan, William M. "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers* 82(3), 1992. 369-385.

4.3. Legal frameworks

Wilkinson, Charles F. *Blood Struggle: The Rise of Modern Indian Nations*. New York: W.W. Norton, 2005. 271-303.

Alfred, Taiaiake, and Jeff Corntassel. "Being Indigenous - Resurgences against Contemporary Colonialism." *Government and Opposition* 40:4 (Autumn 2005): 597-614.

4.4. Sexual Violence

Amnesty International. "Maze of Injustice. The failure to protect Indigenous women from sexual violence in the USA." New York, 2007. <http://www.amnestyusa.org/pdfs/MazeOfInjustice.pdf>

Smith, Andrea. "Not an Indian Tradition - The Sexual Colonization of Native Peoples." *Hypathia* 18:2 (Spring 2003): 70-85.

4.5. Economic Development

Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. Chapter 9

4.6. Health

U.S. Commission on Civil Rights. "Broken Promises: Evaluating the Native American Health Care System." Washington DC, 2004. <http://www.usccr.gov/pubs/nahealth/nabroken.pdf>

4.7. Jurisdiction

General Rules Criminal Jurisdiction in Indian Country.
<http://www.tribal-institute.org/lists/jurisdiction.htm>

FBI — Indian Country and the Tribal Law and Order Act of 2010.

<http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may-2012/indian-country-and-the-tribal-law-and-order-act-of-2010>

***Week 5: May 2: Social Justice Students Conference
(as part of Holocaust Memorial Week)***

10:30 a.m.-6:00 p.m., Journey Room, OSU Memorial Union

10:30 Opening

10:45-11:45 Panel 1: Reflections from the 2014 Students Symposium

12-1 Panel 2: Student Papers

2-3:30 Panel 3: Student Papers

3:45-5:15 Panel 4: Student Papers

5:30-6 Closing: Reflections on Social Justice Education

HMW continues after that:

7:30 p.m., C&E Auditorium, LaSells Stewart Center

Play: In Quest of Conscience, written by Robert David MacDonald; directed by Charlotte Headrick

PART II: POLICY ANALYSIS AND PRACTICE (HILLARY)

... during which we approaches to policy analysis.

Week 6: May 9: Policy Research Methods I

with Hillary Fishler

Week 7: May 16: Student Research Outlines & Brainstorming

Assignment 2: Outline of Research Topic Due

Week 8: May 23: Policy Research Methods II

with Hillary Fishler

Assignment 4: Response Paper Due

PART 3: STUDENT RESEARCH PRESENTATIONS

... during which you will present more refined ideas for research and receive further peer feedback.

Week 9: May 30: Presentation Session I

Assignment 5: Research Presentation

Week 10: June 6: Presentation Session II

Assignment 5: Research Presentation

Week 11: Monday, June 9

Assignment 6: Research Paper Due till 8 PM

Field Trip between Sat, 06/14 through Fri, 06/20 to Warm Springs Indian Reservation

Grading is independent from participation in Field Trip

4. Student Learning Resources: Bibliography of Required Texts

Required Texts

Alfred, Taiaiake, and Jeff Corntassel. "Being Indigenous - Resurgences against Contemporary Colonialism." *Government and Opposition* 40:4 (Autumn 2005): 597-614.

Amnesty International. "Maze of Injustice. The failure to protect Indigenous women from sexual violence in the USA." New York, 2007. <http://www.amnestyusa.org/pdfs/MazeOfInjustice.pdf>

Barton, James D., and Kelvin Ketchum. "The Columbia River Treaty: Managing for Uncertainty." In: Cosens, Barbara, Ed. *The Columbia River Treaty Revisited: Transboundary River Governance in the Face of Uncertainty*. Corvallis: Oregon State U P, 2012. 43-59.

Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996.

FBI — Indian Country and the Tribal Law and Order Act of 2010.

<http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/may-2012/indian->

Denevan, William M. "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers* 82(3), 1992. 369-385.

Institute for Natural Progress. "In Usual and Accustomed Places Contemporary American Indian Fishing Rights Struggles." In: Jaimes, M. Annette. *The State of Native America: Genocide, Colonization, and Resistance*. Cambridge, MA: SouthEnd P, 1992. 217-237.

Morris, Glenn T. "International Law and Politics Toward a Right to Self-Determination for Indigenous Peoples." In: in M. Annette James, ed. *The State of Native America: Genocide, Colonization, and Resistance*. Boston: South End Press, 1992.

Mouat, Jeremy. "The Columbia Exchange: A Canadian Perspective on the Negotiation of the Columbia River Treaty, 1944-1964." In: Cosens, Barbara, Ed. *The Columbia River Treaty Revisited: Transboundary River Governance in the Face of Uncertainty*. Corvallis: Oregon State U P, 2012. 15-33.

- Sheffield, Gail K. *The Arbitrary Indian: The Indian Arts and Crafts Act of 1990*. Norman: U of Oklahoma P, 1997. Chapter 4
- Smith, Andrea. "Not an Indian Tradition - The Sexual Colonization of Native Peoples." *Hypathia* 18:2 (Spring 2003): 70-85.
- U.S. Commission on Civil Rights. "Broken Promises: Evaluating the Native American Health Care System." Washington DC, 2004. <http://www.usccr.gov/pubs/nahealth/nabroken.pdf>
- Wilkinson, Charles F. *Blood Struggle: The Rise of Modern Indian Nations*. New York: W.W. Norton, 2005. 271-303.

General Rules Criminal Jurisdiction in Indian Country.
<http://www.tribal-institute.org/lists/jurisdiction.htm>

Native American Involvement in the Gang Subculture.
<http://www.communitycorrections.org/psn/publications/NAInvolveinGangs-Trends.pdf>

Research on Youth Gangs in Indian Country.
<http://www.csus.edu/ssis/cdcps/nativegang2.htm>

Warm Springs Treaty of 1855. http://www.warmsprings.com/Warmsprings/Tribal_Community/History_Culture/Treaty_Documents/Treaty_of_1855.html

Additional Recommended Texts

Cultural Identity / Confronting Stereotypes

- Cook-Lynn, Elizabeth. *Anti-Indianism in Modern America. A Voice from Tatekeya's Earth*. Urbana and Chicago: University of Illinois Press, 2001.
- Hall, Stuart, Paul du Gay (eds.). *Questions of Cultural Identity*. Los Angeles, London, New Delhi, Singapore: Sage, 1996.
- Loewen, James W. *Lies My Teacher Told Me. Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007.
- Pearce, Roy Harvey. *Savagism and Civilization. A Study of the Indian and the American Mind*. Berkeley, Los Angeles, London: University of Berkeley Press, 1953/1988.
- Weatherford, Jack. *Indian Givers. How the Indians of the Americas Transformed the World*. New York: Fawcett, 1988.
- . *Native Roots. How the Indians Enriched America*. New York: Fawcett, 1991.

Legal Matters

- Deloria, Vine Jr., Clifford M. Lytle. *The Nations Within. The Past and Future of American Indian Sovereignty*. Austin: University of Texas Press, 1984.
- Pevar, Stephen L. *The Rights of Indians and Tribes. The Authoritative ACLU Guide to Indian and Tribal Rights. Third Edition*. New York, London: New York University Press, 2004.

Native American Literature

- Lincoln, Kenneth. *Native American Renaissance*. Berkeley, Los Angeles, London: University of Berkeley Press, 1983.

Velie, Alan R. (Ed.) *Native American Perspectives on Literature and History*. Norman: U of Oklahoma Press, 1994/1995.

Vizenor, Gerald. *Fugitive Poses. Native American Indian Science of Absence and Presence*. Lincoln: U of Nebraska Press, 1998.

Womack, Craig. *Red on Red. Native American Literary Separatism*. Minneapolis: U of Minnesota Press, 1999.

Native American History

Diamond, Jared. *Guns, Germs and Steel. A Short History of Everybody for the Last 13,000 Years*. London: Vintage, 1997.

Drinnon, Richard. *Facing West. The Metaphysics of Indian-Hating & Empire-Building*. Norman: U of Oklahoma Press, 1997.

Jennings, Francis. *The Invasion of America. Indians, Colonialism, and the Cant of Conquest*. New York: W.W. Norton, 1975.

---. *The Founders of America. From the Earliest Migrations to the Present*. New York: W.W. Norton, 1993.

---. *The Creation of America. Through Revolution to Empire*. Cambridge: Cambridge University Press, 2000.

Johannsen, Bruce E. *Debating Democracy. Native American Legacy of Freedom*. Santa Fe: Clear Light Publishers, 1998.

Mann, Charles C. *1491. New Revelations of the Americas Before Columbus*. New York: Vintage, 2005.

Johannsen, Bruce E. *Debating Democracy. Native American Legacy of Freedom*. Santa Fe: Clear Light Publishers, 1998.

Mann, Charles C. *1491. New Revelations of the Americas Before Columbus*. New York: Vintage, 2005.

5. Course Assignments and Grading

The objective of all assignments is to lead you step by step to the creation of your research paper and presentation.

1) *Presentation of an Assigned Text (Weeks 2-8)*

In the beginning of the quarter, the texts will be distributed amongst all participants. Texts will be presented by 1 or 2 students (see schedule below). The presentation should introduce the main arguments of the text and briefly explain the historical background. The duration of the presentation should be **approx. 5 minutes**. During the discussion, the presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional. If you share a presentation with another student, both of you must speak for an equal portion of the time. A summary of the presentation is to be posted on blackboard after the session.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- correct rendition of the argument (1 point)
- clarity of the argument (1 point)
- adequate use or non-use of technology and/or visual aids and/or handout (1 point)
- handling your responses to questions (1 point)
- pose and clarity of speaking (1 point)

2) *Outline of your Research Topic (Week 7, due May 7)*

Elaborate on your project description to allow for a discussion. Specifically, the text should contain the following:

- a) a more elaborate description of your topic (1 page, 1.5-spaced, 12 point)
- b) a tentative structure of your argument (half a page)
- c) a tentative outline of research texts you are thinking of using – provide brief justification/explanation
- d) a brief reflection on what you are expecting from the field trip(max. 1 page)

Grading: 10 points total

- 3 points for complexity of the argument (Part a)
- 1 point for structure (Part b)
- 2 points for research outline (Part c)
- 3 points for complexity of the argument (Part c)
- 0.5 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 19, and stick to one method throughout your paper).
- 0.5 points for spelling and language

Penalties for turning it in later (unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):

- Turning in the assignment late: -.1 points per day
- if you turn it in on the same day but later, -½ a point

3) Response Paper (Week 8, due May 23)

This is a raw version of your presentation paper, based on your **Outline**. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 5 scholarly articles or books. You need to find at least 3 scholarly research articles or books on your own, and may also use any texts already assigned. Standard citation methods apply. The paper should be **approx. 4 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography. **Due Date: Friday 02/22, by 12:00 PM, PRINTED OUT HARDCOPY ONLY (before the seminar session).**

Grading: 10 points total

- 5 points for complexity of the argument
- 1 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 19, and stick to one method throughout your paper).
- 0.5 point for spelling and language
- 0.5 point for structure
- 0.5 point for fulfilling formal criteria (formatting, length, etc.)
- 0.5 point per cited article or book that you individually researched (min. 3 articles, max. 1.5 points)
- 0.5 point per other cited article or book, which may or may not have been assigned for class (min. 2 articles or books, max. 1 point)

Penalties for turning it in later (unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):

- Turning in the assignment late: -.1 points per day
- if you turn it in on the same day but later, -½ a point

4) Research Presentation (Weeks 9-10, May 30 and June 6)

Students will work on their own and present a topic of their own choice. The presentation must not be longer than **15 minutes**. Students need to find additional research beyond the texts provided by the instructor, at least 3 scholarly articles or books. These can be the same that you already found for the response paper. The presentations are the preparation for the symposium presentation. A summary of the presentation is to be posted on blackboard after the session.

Guidelines:

- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Time yourself, you only have 15 minutes. PRACTICE.
- Spell-check your powerpoint / visual aids / handout. Manually. REALLY.

- Prepare up to 3 questions for class discussion.
- Prepare to be interrupted if your time is up.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- adequate use of your research articles (1 point)
- clarity of the argument (1 point)
- adequate use or non-use of technology and/or visual aids and/or handout (1 point)
- handling your responses to questions (1 point)
- pose and clarity of speaking (1 point)

For general remarks, see the presentation guidelines in Appendix I, page 17.

5) Research Paper (due Beginning of Week 11, June 9)

This is the final written version of your presentation paper, based on your **Response Paper** and your **Presentation**. You need to use at least 5 scholarly articles or books, including the 3 scholarly research articles or books you have already identified on your own, and may also use any texts already assigned. Standard citation methods apply. The paper should be **approx. 6 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography. **Due Date: Monday 03/11, by 12:00 PM noon, via e-mail.** I will fly to Germany in advance to prepare for the symposium, and will need to grade the papers by the end of that week in order to give you credit.

Grading: 15 points total

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 19, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that you individually researched (min. 3 articles, max. 3 points)
- 1 point per other cited article or book, which may or may not have been assigned for class (min. 2 articles or books, max. 2 points)

Penalties for turning it in later (unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):

- Turning in the assignment late: -.1 points per day
- if you turn it in on the same day but later, -½ a point

6) Discussion Board

Students will have to participate in the Forum.

Location: Blackboard

- Introduce yourself initially to the forum by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- You then need to write at least 5 posts for the forum of substantial length and quality. This cannot just be a brief response of twitter length, or a link, but has to be a contribution for discussion of at least 2 paragraphs of length which opens up a possible discussion topic and/or discusses or introduces a topic and/or provides a thoughtful response to a post opened by someone else earlier.

Grading: 5 points total

- 1 point per substantial post, but only a maximum of 5 points

6. Final Grade Distribution

Maximum possible points: 60 points

- 1) Presentation of Assigned Text: 10 points
- 2) Outline of Research Topic: 10 points
- 3) Response Paper: 10 points
- 4) Research Presentation: 10 points
- 5) Research Paper: 15 points
- 6) Discussion Board: 5 points

A	95% to under or equal	100%	57.00 to under or equal	60.00 points
A-	90% to under	95%	54.00 to under	57.00 points
B+	87% to under	90%	52.00 to under	54.00 points
B	83% to under	87%	50.00 to under	52.00 points
B-	80% to under	83%	48.00 to under	50.00 points
C+	77% to under	80%	46.00 to under	48.00 points
C	73% to under	77%	44.00 to under	46.00 points
C-	70% to under	73%	42.00 to under	44.40 points
D+	67% to under	70%	40.00 to under	42.00 points
D	63% to under	67%	38.00 to under	40.00 points
D-	60% to under	63%	36.00 to under	38.00 points

7. 2014 Summer Institute Program

Monday, June 16th

- 8:30 AM Leave Corvallis for Warm Springs
- 1:00-5:00 PM Welcome Lunch + Speakers, Education Bldg., OSU training room downstairs
Rosanna Sanders, Introduction
Orvie Danzuka, Tribal Council: Tribal Government/Sovereignty
Jefferson Greene, Culture & Heritage: Youth & their challenges
Valerie Switzler, Culture & Heritage: Language program
Brigitte Scott: Cultural Foods
Nancy Seyler, Public Safety & Jurisdiction
- 5:30 PM Head back to Kah-nee-ta

Tuesday, June 17th

- 9:00-11:30 AM Policy Workshop with Dr. Sally Duncan
- 2:00-5:00 PM Visit to Warm Springs Power & Water
Pi-Ta Pitt, Jim Manion
- 6:00 PM Dinner at Kah-Nee-Ta

Wednesday, June 18th

- 9:00-11:30 AM Tour of Warm Springs Agency Campus
- 12:00 PM Lunch on your own
- 1:00-2:00 PM Visit to Salmon Hatchery with Frank Smith
- 2:00-5:00 PM Guided Hike of canyons at Kah-nee-ta with Frank Smith
- 6:00 PM BBQ (OSU Extension staff & students) BBQ at Kah-nee-ta Village bbq pit

Thursday, June 19th

- 9:30-1 PM Meeting at Warm Springs Natural Resources Department
Elmer Ward, Policy
Robert Brunoe, General Manager Branch of Natural Resources
- 1:30-2:30 PM Lunch at your own
- 2:30-4 PM Museum Visit
- 6:00 PM Dinner at Casino

Friday, June 20th

- 9:30-12 PM Visit to Indian Health Service
Breakfast on your own
Leave for Corvallis (time and course home depends on student interests)

8. Student Learning Outcomes

The course seeks to develop in students...

- an understanding for the central issues relevant to the institute theme, which includes knowledge in international policy, and is measured through coursework (MPP Learning Outcome 2)
- an interdisciplinary outlook, combining methods of political science and cultural studies, which is measured through coursework (MPP Learning Outcome 4)
- an understanding of the necessity to theorize culture and politics, and to apply different theoretical models to different circumstances, which is measured through coursework
- the ability to present the basic argument of a scholarly text and use it as a resource, which is measured through coursework
- the ability to work collaboratively and collegially, which is measured through coursework and the public presentation (MPP Learning Outcomes 5, 7)
- the ability to develop own scholarly approaches to a topic, and to conduct own research and write a response paper based upon what was discussed in class, and the student's own research interest, which is measured through coursework and the public presentation (MPP Learning Outcome 1)
- the ability to reflect critically on the encounter with another culture, and on one's own identity, which is measured through coursework and applied throughout the field school (MPP Learning Outcome 4)
- the ability to hold a presentation in an international student conference setting (MPP Learning Outcome 5, 3)
- the ability conduct serious and original research following ethical guidelines, which is measured through coursework (MPP Learning Outcome 6)

(MPP Learning Outcomes: <http://oregonstate.edu/cla/mpp/mpp-learning-outcomes>)

9. Course Policy

- Attendance is mandatory.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. This is a place to learn, not a place to be perfect. You do not need to be intimidated. Everyone is in the same boat.
- Respect your fellow students. If somebody makes a mistake, be patient and understanding. Make any criticism about the argument and the issue, not about the person.
- People are indeed able to see things differently, even though they have the same facts.
- During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.
- This is a living syllabus, it may be subject to change.
- If you are experiencing problems with this course, its content, the readings, my teaching style, I strongly encourage you to raise your concerns at the earliest possible moment. You

can do so by visiting me during my office hours, contacting me via e-mail, requesting an individual appointment, or simply talking to me before or after class.

- Student Conduct: To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.), see <http://oregonstate.edu/studentconduct/regulations/index.php#acdis>.
- The Writing Center provides students with a free consulting service for their writing assignments, see <http://cwl.oregonstate.edu/owl.php>.
- In the case that I feel attendance and reading progress are below reasonable expectations, I reserve the right to do an unannounced quiz at the beginning of a session in order to check on reading progress. These would have 2 questions. If every question is answered correctly, your total point balance will be unaffected. Any question answered wrongly (or not at all) will downgrade your total points by -0.25 points. You can avoid such tests if everybody attends regularly, participates actively, and does their reading.

10. General Argumentation Rules (for Presentations and Papers)

- If you refer to somebody or a text, always provide a detailed source. Never say “As Aristotle has said, ...” but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.
- Be respectful of others’ opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter (“*argumentum ad rem*”), not at the person (“*argumentum ad hominem*”).
- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature (“straw man argument”).
- Base your argument on a solid database, not just on your own experiences or things you have heard (“anecdotal evidence”).
- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy (“argument from authority”).
- Just because something occurs in nature, does not make it good (“naturalistic fallacy”).
- See also: www.fallacyfiles.org

11. Appendix I: Presentation Guidelines

11.1. WHEN INTRODUCING A RESEARCH TEXT

These questions need not be answered in that order or that directly – but these issues should be addressed or be kept in mind.

- What is it about?
- Who is the author? (relevant if important person of history, but no extended biographies in presentation)
- What is the context?
- How is it written?
- What is the line of argument?
- How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
- own evaluations

11.2. WHEN PRESENTING YOUR OWN ANALYSIS OR ARGUMENT

These questions need not be answered in that order or that directly – but these issues should be addressed or be kept in mind.

- Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
- Provide a clear line of argument
- Prefer analysis over opinion and personal experiences
- Be clear about what is your own analysis, and what is someone else's.

11.3. GENERAL PRESENTATION RULES

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A seminar presentation is supposed to help you to learn.

CONTENT

- The presentation is not about you.
- It is about the content.

STRUCTURE

- You are *communicating*, not talking at somebody.
- Make sure you do everything to get your message across in the short time you have.
- Tell them what you're about to tell them.
- Tell them.
- Tell them what you've just told them.
- Intelligent redundancy is good.
- Patronizing is bad.

MODES OF PRESENTING

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.

- Make eye contact as much as possible.

Reading out a written text:

- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

Speaking freely (without notes):

- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

Speaking freely with notes

- best of both worlds
- you may even write an introduction & a closing to read out

TIME

- Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
- Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

TECHNOLOGY

- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

ATTIRE

- Look professional. This is work, it should look like that.
- Respect your audience.
- There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something, promise to get back with more information.
- Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

REMEMBER MURPHY'S LAW

- Nothing is as easy as it seems.
- Everything takes longer than expected.
- And if something can go wrong it will,
- at the worst possible moment.
- Well, hopefully not. But be prepared anyway.
- Good luck!

12. Appendix II: Citation Guide MLA

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

"Falling Down is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja 1989a: 37).
Blabla blabla (Soja 1989b: 1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation*. London: Pluto, 2000. 116-30.

(use ed. for one Editor, eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. "Article". Name, First Name. *Magazine Title*. Magazine Number (Year): Pages.

e.g. Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

For internet articles:

Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS*.
pbs.org/kerawar/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

e.g. World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002.
who.int/ageing/publications/active/en. Retrieved 08/25/2011.

13. Appendix III: Citation Guide APA

You can also use APA style for citations, see:

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>

14. Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible (use email for this class), no later than the first week of the term. In order to arrange alternative testing the student should make the request at least one week in advance of the test. Students seeking accommodations should be registered with the Office of Services for Students with disabilities.