

COMMUNICATION 3290 (3 CREDITS, DV)
ETHNC 3970 (3 CREDITS, DV)
NATIVE AMERICAN ACTIVISM: HEARING THE OTHER SIDE
Spring 2016
W 3:05-5:00; LNCO 1100

Professor: Dr. Danielle Endres, Ph.D.

Office Location: LNCO 2611

Office Hours: W 2:00-3:00, and by appointment

E-mail: danielle.endres@utah.edu

Required Materials:

1. Canvas: This course uses Canvas for required readings, assignments, and grades.

Suggested Reading (on reserve at the J. Willard Marriott Library):

Foss, Sonja. *Rhetorical Criticism: Exploration and Practice*, 4th edition. Waveland Press, 2009.

Brummett, Barry S. *Techniques of Close Reading*. Sage, 2009.

Sloane, Thomas (Ed.). *Encyclopedia of Rhetoric*. Oxford University Press, 2001
([available online from the J. Willard Marriott Library](#))

Jasinski, James. *Sourcebook on Rhetoric: Key Concepts in Contemporary Rhetorical Studies*. Sage, 2001 ([available online from the J. Willard Marriott Library](#))

Silva Rhetoricae: <http://rhetoric.byu.edu>

Blanch, Jerry D. (ed.). *Native American Reader: Stories, Speeches and Poems*. Juneau, AK: Denali Press, 1990

Maestas, John R. (ed.). *Contemporary Native American Address*. Provo UT: Brigham Young University Press, 1976.

Vanderwerth, W. C. *Indian Oratory: Famous Speeches By Noted Indian Chiefs*. Norman, OK: U of Oklahoma Press, 1971.

Course Description: This course examines Native American activism in the United States from a rhetorical perspective. Rhetoric is the study of the use of symbolic/material systems (e.g., language, visuals, and bodies) to influence how we make sense of the world. The class will be focused on rhetorical analysis of various texts produced by Native American social movements (i.e., speeches, videos, protest events). In the study of Native American activism, the course is

focused on highlighting Native American voices and exposing students to Native American perspectives on historical and contemporary issues; it provides another side to the dominant story. While highlighting Native American perspectives, the study of Native American activism inevitably includes: discussion of how these activist movements relate to U.S. society as a whole, analyzing the social structures that Native American activists are challenging, and discussion of the dynamics of racism, stereotyping, discrimination, assimilation, and several other topics related to diversity. The course covers historical and contemporary activism including the Tecumseh's resistance, American Indian Movement (AIM) in the seventies, Columbus Day protests, nuclear colonialism, Idle No More, the Cowboy and Indian Alliance, and mascots.

Course Objectives: At the end of this course, the student will be able to:

1. understand the history of and contemporary issues for Native American activism
2. understand the relationship between Native Americans and the United States, historically, politically, and socially
3. understand major rhetorical theories and figures as related to rhetorical criticism of texts, especially those that are useful for the study of non-dominant groups (e.g., critical rhetoric, critical race theory, ideological criticism, feminist criticism, etc.)
4. demonstrate an ability to apply rhetorical theories and rhetorical figures to the critical analysis of texts from historical and contemporary Native American activism
5. demonstrate an ability to think deeply and critically about Native American activism, the concepts of diversity and multiculturalism in U.S. society, and applications of course material to students' lives.

Teaching and Learning Methods: This course is a combination of lecture, discussion, in-class rhetorical analysis, films, and guest lectures. Generally a topic is introduced with an interactive lecture followed by an in-depth discussion of the topic.

Expectations: The contributions that we bring to each class will largely affect the quality of the learning that takes place in this course. As students, I expect that you will be present, both physically and mentally. This involves actively engaging in classroom activities and discussions, completing assigned reading and work on time, critical listening and evaluating, and helping to create a critical and respectful classroom environment for everyone. This also involves turning off your cell phones when you enter the classroom. If you miss class, you are responsible for "catching up" on material covered in class. All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook.

As the professor, you can expect that I will be actively engaged in classroom teaching, come to class prepared and on time, grade and return assignments in a reasonable timeframe, be available during office hours, strive to maintain a classroom climate conducive to thinking and learning, and help to create a critical and respectful classroom environment.

Methods of Evaluation:

Participation	20%
Text Analysis Quizzes	20%
Rhetorical Criticism Proposal Paper	20%
Rhetorical Criticism Final Paper	40%
 TOTAL	 100%

ASSIGNMENTS:

Participation (20%): To understand the rhetorical practices of Native American social movements, it is essential that you engage in the practices of analysis and criticism. Active participation in class lectures, discussions, and activities is therefore an essential element of your learning in this class. You will be evaluated based on your active presence and participation in class lectures, discussions, and activities. This means being physically present, being on time, doing your readings before class, being prepared to comment on the readings, asking questions when you have them, responding to questions posed by me, actively engaging in classroom discussions and activities, and staying for the duration of class time. Simply being physically present in class does not constitute participation in class.

Quizzes (20%): Because it is impossible to or engage a meaningful analysis of the rhetorical construction of a text if you have not carefully read that text, it is very important that you attend class ready to participate in the learning process. To reward you for making this preparation a priority in your busy schedules, there will be quizzes that assess how carefully you have read and thought about the readings assigned for that day. There will be 10 quizzes. Your two lowest quiz scores will be dropped.

You will be allowed to use one 8½ x 11 inch sheet of notes when taking these quizzes. (I will be testing your thoughtful critical reading of the texts, not your memory.) So when reading the, it would be wise to take notes.

Rhetorical Criticism Proposal Paper (20%): Write a 5 page double spaced (11-12 point font) proposal for your final paper. In this paper you will identify the text(s) you have chosen for your final paper, discuss the background and significance of the texts, and suggest a few rhetorical concepts that you may use for analysis of your text(s). See the description of the Rhetorical Criticism Final Paper for more information. You can choose to write this paper individually or in a group of 2-4 people. If you choose to write the paper in a group, please note that all group members will receive the same grade—no exceptions. This paper will be due via online Canvas submission in .doc or .docx format by 11:59pm on **Wednesday, March 9, 2016**.

Rhetorical Criticism Final Paper (40%):

Good criticism is always a surprise. It is a surprise in the sense that you can't anticipate what a good critic will have to say about a given artifact. – Edwin Black

Useful rhetorical criticism, whatever else it may be, must function as an argument. - Wayne Brockreide

For this paper, you will write a rhetorical analysis of a text or set of texts from a Native American social movement. While you cannot write about one of the texts we analyzed in class, you can write about different texts from one of the issues/activist groups we cover in class. You can also choose a social movement issue that we did not discuss in class. There will be a list of potential topics and texts available on Canvas. This paper should be 15-20 double spaced pages (11-12 point), should include at least 5 scholarly references, and should use APA or MLA citation style guide. You can choose to write this paper individually or in a group of 2-4 people. If you choose to write the paper in a group, please note that all group members will receive the same grade—no exceptions. The paper will be due via online Canvas submission in .doc or .docx format by 11:59pm on **Wednesday, May 4, 2016**.

Extra Credit Paper (3%): For this paper, you need to attend a Native American event on campus or in the community (e.g., the Spring Pow Wow, film screening at the Urban Indian Center, etc.). I will make announcements about events in class, but you can also seek out and make announcements about other events. After attending the event, write a 2-3 page report on the event that includes a summary of the event and your reaction to it. The paper will be due via online Canvas submission in .doc or .docx format by 11:59pm on **Wednesday, April 20, 2016**, but you can turn it in any time in the semester.

POLICIES:

Grading Criteria: Every grade you receive on an assignment in this class will be determined according to an A-E scale. To ensure that you understand what these scores mean in this class, you should consider the following evaluative scale. This scale can be used to convert your grades into terms that are more meaningful to your own learning process:

- A = Excellent
- B = Good
- C = Standard
- D = Substandard/Marginal
- E = Unsatisfactory

Assignments: All written assignments should be typed, 11-12 pt. font, and double spaced. Assignments should be turned in via Canvas. Failure to meet these requirements will result in lowered grades.

Late Assignments: In the event you do not turn in your assignment on the day it is due, you will be assessed the following academic penalty: late written assignments will receive a half letter grade reduction for every full day they are late (i.e. A to A-)

Statement on Attendance: Because participation and cooperative learning are essential to the design of this course, you are expected to attend class and participate. . See the Student Handbook for the university policy on absences. If students are absent to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics),

or religious obligations, they will be permitted to make up assignments. If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact me as soon as possible. Prompt consultation with your instructor (within 24 hours) and documentation of the unavoidable event (e.g. a note from your doctor, a copy of the accident report, etc.) might result in accommodations.

Statement on Academic Dishonesty: Academic dishonesty is a serious violation of your contract as a student and will be treated severely. According University policy: “Students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating.” The university policy on academic misconduct available at:

<http://www.regulations.utah.edu/academics/6-400.html>.

ADA Statement: The University of Utah seeks to provide equal access to programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Service, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodation.

Statement on Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Content Accommodations: Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes. We will engage difficult, controversial subjects. This class asks you to think critically about others’ and your own positions. If you believe that you may experience a conflict with your sincerely-held ethical commitments or religious beliefs as a result of this course’s readings, assignments, or activities—and you are unclear about materials’ relevance to the class—you should speak with me immediately and decide whether this is a course you wish to take. See:

<http://admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf>

TENTATIVE SCHEDULE

[Note: We will try to remain on this schedule, but learning does not always happen according to strict timelines, and unforeseen events can push us off our ideal timeline. Therefore, this schedule is subject to change. You will be informed in class of any changes that evolve over the course of the quarter.]

Date	Class Activity/Assignments Due	Reading & Assignments (All reading assignments available from Canvas or as noted)
Wednesday, January 13	Introduction to the Class	
Wednesday, January 20	Rhetoric & Social Movements	<ul style="list-style-type: none"> • Foss, Chapters 1 & 2 • Bowers et al., Chapters 1-3
Wednesday, January 27	Overview of Native American History, & Sovereignty	<ul style="list-style-type: none"> • Wilkinson, "History of Federal-Tribal Relations" • Wilkins, "A Tour of Indian Peoples" • Leahy & Wilson, "Introduction"
Wednesday, February 3	Overview of Native American Rhetoric <i>Guest Lecture:</i> Shawn Jimerson, Director, Urban Indian Center of Salt Lake	<ul style="list-style-type: none"> • Kennedy, "North American Indian Rhetoric" • Sanchez & Stuckey, "The Rhetoric of American Indian Activism"
Wednesday, February 10	Tecumseh <i>Film: We Shall Remain: Tecumseh's Vision [86mins]</i>	<ul style="list-style-type: none"> • Yagelski, "A Rhetoric of Contact" • "Address to William Henry Harrison" • "Speech to the Osages" • "Sleep No Longer" • "Father Listen"
Wednesday, February 17	AIM <i>Film: We Shall Remain: Wounded Knee [86mins]</i>	<ul style="list-style-type: none"> • Wittstock & Salinas, "A Brief History" (http://www.aimovement.org/ggc/history.html) • Johnson et al., "American Indian Activism" • Kelly, "Detournement, Decolonization"
Wednesday, February 24	AIM	<ul style="list-style-type: none"> • Indians of All Nations, "Alcatraz Proclamation" • "Demands of the Independent Oglala Nation," • Wilson, "Real Indian Leaders Condemn AIM" • Bellecourt, "American Indian Movement"
Wednesday, March 2	Nuclear Waste and Native Americans	<ul style="list-style-type: none"> • LaDuke, "Nuclear Waste" • Endres, "The Rhetoric of Nuclear Colonialism" • Margene Bullcreek "Oral History" • Forrest Cuch, "Oral History"

Wednesday, March 9	Native American Representation in Film <i>Guest Lecture:</i> Franci Taylor, Director, American Indian Resource Center	<ul style="list-style-type: none"> • <i>Pocahontas</i> (watch this on your own; also available through Library Reserve) • Buescher & Ono, “Civilized Colonialism” <p>Proposal Paper Due</p>
Wednesday, March 16	NO CLASS	<i>Spring Break</i>
Wednesday, March 23	NO CLASS	<i>Work on your papers</i>
Wednesday, March 30	Mascots <i>Film: In Whose Honor? [46 mins]</i>	<ul style="list-style-type: none"> • Rosier, “Sports Mascots, Names, and Images” • Endres, “American Indian Permission”
Wednesday, April 6	University of Utah Utes	<ul style="list-style-type: none"> • 1491s, “The Tailgaiting Tale of Apache McLean and the Utah Utes” (available: https://www.youtube.com/watch?v=kTrFSBtPKwk) • Young, “NCAA Appeal” • Ute Proud Website (available: http://uteproud.utah.edu) • Memorandum of Understanding (available: http://admin.utah.edu/ute-mou/)
Wednesday, April 13	Idle No More & Cowboy/Indian Alliance	<ul style="list-style-type: none"> • Idle No More, “Manifesto,” (available: http://www.idlenomore.ca/manifesto) • Idle No More, “Turn the Tables” (available: https://www.youtube.com/watch?v=PmWYKZwONBg) • “Russ Diabo Interview” (available: https://www.youtube.com/watch?v=YdhRCkUV6pA) • “Idle Mo More Round Dance Mall of America” (available: https://www.youtube.com/watch?v=Vn5PFHlm1ak) • Moe & Lenz, “Cowboys and Indians Stand Together Against Keystone XL” (available: http://voices.nationalgeographic.com/2014/05/14/cowboys-and-indians-stand-together-against-keystone-xl/) • “Reject & Protect- Wrap Up” (available: https://www.youtube.com/watch?v=2mVNV1jw54o) • Reject & Protect, “Call to Action” (available: http://rejectandprotect.org/call-to-action/)
Wednesday, April 20	Course Wrap Up Extra Credit Paper Due	<ul style="list-style-type: none"> • NoiseCat, “Thirteen Issues Facing Native People Beyond Mascots and Casinos” (available: http://www.huffingtonpost.com/entry/13-native-american-issues_55b7d801e4b0074ba5a6869c)
Wednesday, May 4	Final Paper Due by 11:59pm	

BIBLIOGRAPHY OF READINGS ON CANVAS

- Bowers, John W., Donovan J. Ochs, Richard J. Jensen, and David P. Schulz. *The Rhetoric of Agitation and Control*. 3rd ed. Long Grove, IL: Waveland Pr Inc, 2009.
- Buescher, Derek T., and Kent A. Ono. "Civilized Colonialism: Pocahontas as Neocolonial Rhetoric." *Women's Studies in Communication* 19, no. 2 (2001): 127–53.
- Endres, Danielle. "The Rhetoric of Nuclear Colonialism: Rhetorical Exclusion of American Indian Arguments in the Yucca Mountain Nuclear Waste Siting Decision." *Communication and Critical/Cultural Studies* 6 (March 2009): 39–60.
- Endres, Danielle. "American Indian Permission for Mascots: Resistance or Complicity within Rhetorical Colonialism," *Rhetoric & Public Affairs* 18, no. 4 (2015): 649-689.
- Foss, Sonja K. *Rhetorical Criticism: Exploration and Practice*. 4th ed. Long Grove, IL: Waveland Press, 2009.
- Johnson, Troy, Duane Champagne & Joane Nagel. "American Indian Activism and Transformation: Lessons From Alcatraz." In *American Indian Activism: Alcatraz to the Longest Walk*, eds., T. Johnson, J. Nagel & D. Champagne. Urbana, IL: University of Illinois Press, 1997, 9-44.
- Kelly, Casey Ryan. "Détournement, Decolonization, and the American Indian Occupation of Alcatraz Island (1969–1971)." *Rhetoric Society Quarterly* 44, no. 2 (2014): 168–90.
- Kennedy, George A. "North American Indian Rhetoric." In *Comparative Rhetoric: An Historical and Cross-Cultural Introduction*, 83–111. New York, NY: Oxford University Press, 1998.
- LaDuke, Winona. "Nuclear Waste: Dumping on the Indians." In *All Our Relations: Native Struggles for Land and Life*. Boston, South End Press, 1999.
- Leahy, Todd, and Raymond Wilson. "Introduction." In *Historical Dictionary of Native American Movements*. Lanham, MD: The Scarecrow Press, 2008.
- Rosier, Paul C. "Sports Mascots, Names, and Images." In *Native American Issues*. Westport CT: Greenwood Press, 2003, 1-29.
- Sanchez, John, and Mary E. Stuckey. "The Rhetoric of American Indian Activism in the 1960s and 1970s." *Communication Quarterly* 48, no. 2 (2000): 120–36.
doi:10.1080/01463370009385586.
- Wilkins, David. "Chapter 1: A Tour of Indian Peoples and Indian Lands." In *American Indian Politics and the American Political System*, 2nd edition. Rowman & Littlefield Publishers, 2006, 15-44.
- Wilkinson, Charles F. "Chapter 1: The History of Federal Tribal Relations. In *Indian Tribes as Sovereign Governments: A Sourcebook on Federal-Tribal History, Law, and Policy*. Oakland CA: American Indian Lawyer Training Program, 1991, 3-22.
- Yagelski, Robert. "A Rhetoric of Contact: Tecumseh and the Native American Confederacy." *Rhetoric Review* 14, no. 1 (1995): 64–77.