

**OGLALA LAKOTA COLLEGE  
COURSE SYLLABUS & ADMINISTRATION**

**Rebuilding the Lakota Nation through Education  
Wounspe Ihuniyan Hci Lakota Oyate Kin Akta Ic'icakagapi Kte lo**

**Name of Course:** Tribal Societies in Today's World

**Course Number:** ANTH 213

**Department:** Humanities and Social Science

**Credit Hours:** Three (Yamni)

**Location:**

**Time & Day:**

**Instructor's Name:**

**Email:**

**Phones:**

**Mobile:**

**Office:**

**Office Hours:**

**Course Description (Waunspe Oyakapi):**

This course introduces students to different indigenous/tribal peoples throughout the world. It provides insight into their cultural backgrounds, social and political struggles, and the strategies they have applied to improve their situation. Recent developments at the level of international law are also discussed.

**Prerequisites:** Engl 113

**Required Text and Materials:**

- De la Cadena, M. & Starn, O. (eds.). (2007). Indigenous experience today. Oxford: Berg.
- Minde, H. (ed.). (2008). Indigenous Peoples: Self-determination, knowledge, indigeneity. Delft: Eburon.
- Additional readings will be provided as PDF-files.

**Course Goal:** Students will become acquainted with various indigenous peoples throughout the world and learn about their cultural backgrounds, social political struggles, and the strategies they have utilized in these struggles.

**Learning Objectives (Wounspe Taku Unspepi Kte Kin He Le E):** Upon completion of this course students will be able to:

- describe different indigenous groups, including their cultures, histories, and current struggles
- explain strategies for recognition and involvement at the local, national and international level.
- describe the ethnography research method.

**Assessment:** The course objectives are assessed using participation, reading reports, oral report, and exams.

**Instructional Methodology:** The course content will be conveyed by means of lectures, discussions, student presentations, group work, and video clips.

**Course Rationale:** This course exists to educate students about indigenous groups throughout the world. Social Science majors can use this course for section 3B of the BA status sheet. Non-Social Science majors are welcome to take this course as well.

Master Syllabus approved by Humanities and Social Science Department in Spring 2011

**Homework:** Each student should expect to spend two (nunpa) to three (yamni) hours out of class on reading and homework assignments each week, for every hour of class time (each credit hour), in order to perform satisfactorily. Therefore, if a course is three (yamni) credit hours you should spend approximately six (sakpe) hours outside of the course room on required readings and homework. However, every student differs in their individual skills, educational background, experience, capability and personal goals; so the amount of time you must dedicate to out of class work can vary significantly from this national average.

**Reading Load:** Reading will include approximately one (wanji) to two (nunpa) chapters per week.

**Type & Amount of Writing Load:** Students need to write brief reading reports on 15 of 21 readings as well as essay-style exams.

**Lakota Perspective Provided Through:** This course stresses **Wolakolkiciapi** of “learning Lakota ways of life in the community.” This course is based on the values of mutual respect and generosity (woohola na wochantognakapi), seeking to advance each individual’s knowledge through their continuing hard work (fortitude- wowalitake) and willingness to learn new information and viewpoints, as well as to demonstrate it, by participating in the public discussion forum (bravery-woohitike); all undertaken in an environment of complete truthfulness, trust, integrity and humility. We will do this by embracing the teaching of our ancestors as we learn new ways. (Waunspe wicakiyapi ki iglutanyan ihani unpi kun hena itan waunspe tokeca uha ayin kte.)

**Evaluation and Grading:**

(For more detailed information on expectations review the grade guide on Virtual Campus)

	Weight
In-class participation Participation in discussions and group work	15%
Reading reports on 15 of the 21 assigned readings: - Author, title and source - Central theses: List the main points that the author is making (1-4bullets) - Unclear points: If everything is clear, state that - Critical evaluation of author: What is done well, what is questionable (writing, approach, reasoning) - Your views: What do you think about this text? Do you like/dislike it? Please explain!	30%
Oral report plus handout Each student selects two indigenous groups from different groups outside the contiguous United States and presents information regarding history, culture, and current struggles to the class in form of an oral report	15%
Midterm Exam Essay-style	20%
Final Exam Essay-style	20%
<b>Total</b>	<b>100%</b>

A = Superior Quality Work = Demonstrated concept mastery by scoring 90% or better.

B = Good Quality Work = Demonstrated concept mastery by scoring 80-89%.

C = Satisfactory Quality Work = Demonstrated concept mastery by scoring 70-79%.

D = Marginal Quality Work = Demonstrated weak concept mastery by scoring 60-69%.

F = Demonstrated concept mastery below the acceptable mark of 60%.

W = Withdrawal = A student may withdraw from a course by filling out a Drop Card to be recorded by the Registrar. The student must sign this form if you drop yourself. A Drop Card may/can be filled out and signed by a counselor/instructor for lack of attendance.

## **POLICIES**

### **College Policy on Grading and Change of Grades:**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf) see page 9 and 10

**Course Requirements, Expectations of Students:** Because OLC offers classes in three-hour blocks once per week, (for everyone's travel convenience), if you are absent from one OLC class session, it's like missing three classes at another college. (See student handbook).

- Your homework assignments must be turned in on the dates due to get full credit.
- You are expected to participate in class discussion; this provides evidence of your interest in and preparation for the class. It also helps gauge the effectiveness of the instruction and everyone's level of comprehension of the material presented. Most importantly, fellow class members benefit from your opinions and insights; in addition, the questions you ask may be about the same topic with which other students are having difficulty, so by helping yourself you also help them.

### **Attendance and Tardiness**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf) see page 8

### **Policies on Academic Honesty**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf) see page 43

### **Standards of Conduct Policy**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf) see page 38

### **ADA Policy**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf) see page 37

### **Electronic Information Resources Acceptable Use Guidelines**

[http://www.olc.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olc.edu/local_links/registrar/docs/student_handbook.pdf) see page 41

## **DEPARTMENT SPECIFIC POLICIES**

### **Course Specifics:**

#### **Attendance and Drop Policy**

In addition to being dropped for five total absences, students who miss the first two classes without contacting the instructor will be dropped.

#### **Grade Change Policy**

The rule of this instructor is that no work is accepted after the grades are submitted. However, if a student achieved 40-69% by the end of the semester, he/she can contact the instructor in order to receive tasks for additional credit which will have to be turned in before the classes of the following semester begin. However, all work that is submitted after the end of the semester will be reduced by 50%. The highest grade that will be given after a grade change is a C (exceptions at the discretion of the instructor).

This instructor does not give any incompletes.

## TOPICAL CONTENT

<i>Date</i>	<i>Objectives by Chapter</i>	<i>Assignments</i>
Oko Wanci Date	<b>Introduction: Who is Indigenous?</b> - Explain the different definitions for the term “indigenous people” - List indigenous groups around the world	- Coates p. 1-15 - <a href="http://en.wikipedia.org/wiki/Indigenous_peoples">http://en.wikipedia.org/wiki/Indigenous_peoples</a>
Oko Nunpa Date	<b>Indigenous Peoples in International Law I</b> - Explain how Indigenous Peoples have pursued inclusion at the level of international law from the 1960s up to 1985 - Describe the various reports that have been published on the situation of Indigenous Peoples and evaluate their impact	- Minde ch. 2
Oko Yamni Date	<b>Indigenous Peoples in International Law II</b> - Examine how Indigenous Peoples are nowadays represented in international law - Describe the UN Permanent Forum on Indigenous Issues as well as the UN Human Rights Expert mechanism	- Text on indigenous peoples in international law: TBD - Declaration on the Rights of Indigenous Peoples
Oko Topa Date	<b>Global Movement</b> - Describe some examples of networking among Indigenous Peoples - Describe possible strategies for collaboration	- De la Cadena ch. 1
Oko Zaptan Date	<b>Indigenous Movements</b> - Explain Pan-Mayanism in Guatemala - Describe Indigenous struggles in Hawai’i	- Minde ch. 4
Oko Sakpe Date	<b>Indian Indigeneities and Tibetan Indigeneity</b> - Examine the struggles of the Adivasi in India - Describe indigeneity in Tibet	- De la Cadena ch. 10
Oko Sakowin Date	<b>Midterm Exam</b> - Demonstrate having reached the previous lesson objectives in the midterm exam	- Complete the Midterm Exam
Oko Saglogan Date	<b>Australian Indigeneity</b> - Examine indigenous struggles in Australia - Compare indigenous struggles in Australia and the US	- Minde ch. 15
Oko Nalcinyunka Date	<b>African Indigeneities</b> - Describe indigenous struggles and strategies for improvement in Africa - Compare indigenous struggles and strategies in Africa and the US	- Minde ch. 7
Oko Wikcemna Date	<b>Alaskan Indigeneity</b> - Describe specific indigenous struggles in Alaska	- De la Cadena ch. 13
Oko Ake Wanci Date	<b>Poverty</b> - Examine issues of poverty in Guatemala and Norway	- Minde ch. 10

	<ul style="list-style-type: none"> <li>- Compare indigenous struggles in Guatemala, Norway and the US</li> </ul>	
Okok Ake Nunpa Date	<b>Higher Education in Guatemala and Norway</b> <ul style="list-style-type: none"> <li>- Examine indigenous access to higher education in Norway</li> <li>- Examine indigenous access to higher education in Guatemala</li> </ul>	<ul style="list-style-type: none"> <li>- Minde ch. 13</li> <li>- Minde ch. 16</li> </ul>
Okok Ake Yamni Date	<b>Role of Music</b> <ul style="list-style-type: none"> <li>- Describe the role that music can play for identity in case of the Sami as well as the Mapuche</li> <li>- Compare the role of music among the Sami and the Lakota</li> </ul>	<ul style="list-style-type: none"> <li>- De la Cadena ch. 3</li> </ul>
Okok Ake Topa Date	<b>Diasporas</b> <ul style="list-style-type: none"> <li>- Compare specific struggles of indigenous peoples living in diasporas</li> </ul>	<ul style="list-style-type: none"> <li>- De la Cadena ch. 8</li> </ul>
Okok Ake Zaptan Date	<b>Final Exam:</b> <ul style="list-style-type: none"> <li>- Demonstrate having reached the course objectives in the final exam</li> <li>- Conduct independent literature research and write a research paper</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the final exam</li> <li>- Submit the final version of the research paper</li> </ul>

**Disclaimer:** Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Oglala Lakota College and any student. The instructor reserves the right to make changes in course content or instructional techniques without notice or obligation. Students will be informed of any such changes. Additional student rights and responsibilities are outlined in the Student Handbook. [http://www.olec.edu/local\\_links/registrar/docs/student\\_handbook.pdf](http://www.olec.edu/local_links/registrar/docs/student_handbook.pdf)