

9-2013

# NASX 201X.01: Indian Culture as Expressed Through Language

Neyooxet Greymorning

University of Montana - Missoula, [neyooxet.greymorning@mso.umt.edu](mailto:neyooxet.greymorning@mso.umt.edu)

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

---

## Recommended Citation

Greymorning, Neyooxet, "NASX 201X.01: Indian Culture as Expressed Through Language" (2013). *Syllabi*. 15.  
<https://scholarworks.umt.edu/syllabi/15>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact [scholarworks@mso.umt.edu](mailto:scholarworks@mso.umt.edu).

# INDIAN CULTURE AS EXPRESSED THROUGH LANGUAGE

Fall 2013: NATIVE AMERICAN STUDIES 201X: CRN 73537

Instructor: Neyooxet Greymorning

Class Hours: Mon. & Wed. 8:10 - 9:30 am

Office: Native American Center Room 203F,

Office Hours: Mon. & Wed. 9:30 - 11:00

[Email: neyooxet.greymorning@mso.umt.edu](mailto:neyooxet.greymorning@mso.umt.edu)

Class Location: Native American Center Room 201

Office phone 243-6381

Alternate office hours can be made by appointment

- I. Required readings for this course are in The Cheyennes (at bookstore), and it is recommended that you purchase American Indian Myths and Legends as this will be needed to research the first class essay. Other readings are on reserve at the library.
- II. This course has been designed to introduce students to a **non-Western** perspective as it exists in relationships between Indian cultures and their languages, a task more complicated than it sounds. Because lectures can come from sources other than the assigned readings, students not keeping up with each week's assignments will most likely result in being cognitively clueless about the course material, and doing poorly on assignments. Students should note that the course will be extremely challenging as it will require a different way of looking at, organizing and working toward understanding Indigenous cultures and languages from a perspective that is not necessarily grounded in a western worldview.
- III. Student assessments and grades will be based upon the following assignments:
- A. Short Essay. Part 1:** Familiarize yourself with the Cheyenne postulates and corollaries from the list on pages 103 & 104 of the book. Next research and find a **Cheyenne** myth, which you are to identify by name/title in your essay and reference where the myth came from (book title & page number), points will be lost if this is not done. Then select an appropriate postulate/s and discuss in detail how the ideals of the postulate/s that you identified are reflected in the ideals or lesson/s as expressed in the myth selected by citing specific parts of the myth that reinforce the ideals of the postulate/s: This part is worth **20 points**. Following the first part you must write your perspective on what this exercise reveals about Indian culture as expressed through language. This part of the paper is worth **5 points**. The essay must be between 700-900 words. **Worth 25 pts**
- B. Transliteration and Perspective Paper. Part 1:** You will receive an interlinear text. You are to use the English part of the text to write the story so that it's meaning makes sense in English. This means your transliteration should represent how the story, when told, would be conceptualized or understood by Arapaho listeners. What this means is that you are to order the English so that the storyline makes sense and is meaningful by writing sentences reflecting acceptable English grammar without compromising the cognitive integrity of the story. This part of the paper will be graded separately and can receive a maximum of **20 points**. **Part 2:** In this part you are to write your perspective on what this exercise reveals about Indian culture as expressed through language. This part of the paper is worth **5 points** and should be between 200-300 words in length. **Worth 25 pts**
- C. EXAM:** 26 multiple choice (1 pt. each) and 8 IDs (3 pts each). **Worth 50 pts**
- D. Interpretive Essays: Three essays,** 400-600 words each, 15-points per paper. Film conveys a story, it is a language unto itself. The idea is, given a camera then taught how to use it for the first time, what will filmmakers focus on that is culturally relevant. You are to write on in what way the scenes filmed are culturally relevant. **Worth 45 pts**
- E. Short Answer Exam: 3** short answer responses (5pts ea.) & 6 identification responses, (3pts ea.) **Worth 33 pts**
- F. Term summary paper on class readings, videos and lectures:** Students are to write a 2 to 3 page paper on what was learned in class through class readings, videos and lectures. **Worth 10 pts**
- G. Student Attendance** points are based on 24 classes from Sept 4 to Dec. 4. This means a ½ point will be awarded for each day out of 24 days present in class during the term. Students should take full advantage of earning attendance points, as no bonus or extra assignments will be given to raise ones grade. **Worth 12 pts**

All papers must have; 1) a 1-2 sentence introduction, briefly stating the paper's purpose/focus, 2) a main body presenting and defending your position, and 3) a summary. Papers must also meet the minimum and maximum word length criteria where noted. Any paper turned in that does not adhere to the specified criteria will result in a diminished grade. Additionally, all essays & paper assignments are to be turned in during class on the date they are due. Assignments turned in late **will have 2 points deducted for each day past the due date. If an essay or paper assignment is either 7 days late or turned in after the assignment has been discussed in class, it will received a grad of 0.**

Grading Scale:

A = 181 - 200

D = 130 - 140

B = 161 - 180

F = 0 - 129

C = 141 - 160

## NAS 201; INDIAN CULTURE AS EXPRESSED THROUGH LANGUAGE

<u>Week</u>	<u>Lectures and Discussion Topics</u>	<u>ASSIGNMENTS</u>
1 August 26 August 28	Introduction and Course Expectations Discussion on how language shapes culture and worldview	
2 Sept. 2 Sept. 4	<b>Labor Day Holiday</b> World View, Personality and Culture	<b><u>The Cheyennes</u></b> Read pages 87-104
3 Sept. 9 Sept. 11	Cheyenne Ceremonies <b>Video: Wind Walker</b>	Read pages 14-25
	<b>A. Short Essay due via email Sept. 14</b>	
4 Sept. 16 Sept. 18	<b>Video: Wind Walker</b> Cheyenne Social Structure	Read pages 27-39
5 Sept. 23 Sept. 25	<b>C. Exam on Cheyenne material from weeks 2 – 4</b>	
	<b>B. Transliteration/Perspective Paper due via email Sept. 27</b>	
	<u>If absent paper cannot be made up and assignment points will be lost.</u> <b>Any paper</b> received via <b>email</b> after 6 pm on Sept. 27 will receive an automatic grade of 15 Any paper received Sept. 30 <sup>th</sup> will get a grade of 0	
6 Sept. 30 Oct. 2	<b>Transliteration paper feedback and discussion</b> <b>1<sup>st</sup> Video</b>	<b>D. 1<sup>st</sup> Interpretive paper due via email Oct. 4</b>
	<u>If absent for video, paper cannot be made up, and assignment points will be lost.</u>	
7 Oct. 7	Discussion of 1 <sup>st</sup> essay + 2 <sup>nd</sup> <b>Video screened</b>	<b>D. 2<sup>nd</sup> essay due via email Oct. 10 by 5 pm</b>
	<u>If absent for video, paper cannot be made up, paper will receive a grade of 0.</u> <b>Any paper</b> received after 5 pm on Oct. 10 will receive an automatic grade of 15. Any paper received on Oct. 14 <sup>th</sup> will receive a grade of 0	
Oct. 9	<b>Video: American Tongues</b>	
8 Oct. 14	Discussion of American Tongues video plus 2 <sup>nd</sup> video essay	
Oct. 16	<b>3<sup>rd</sup> Video screened</b>	<b>D. 3<sup>rd</sup> essay due via email Oct. 19 by 5 pm</b>
	<u>If absent for video, paper cannot be made up, and assignment points will be lost.</u>	
9 Oct. 21 Oct. 23	Discussion of 3 <sup>rd</sup> paper <b>Studying Native Languages: Language and the Structure of Thought. Library Reserve Reading</b>	
10 Oct. 28 & 30	Language, Culture & Society; <b>Library Reserve Reading</b>	
11 Nov. 4 Nov. 6	Language, Culture & Society; <b>Library Reserve Reading</b> The Work of Language Restoration/Revitalization and Maintenance	
12 Nov. 11 Nov. 13	<b>Veterans Day No Class</b>	<b>E. Short Answer Exam on Library Reserve Reading material</b>
13 Nov. 18 Nov. 20	<b>Video: Our Life is Our Language</b> + Discussions/assessments of language programs and issues <b>Read</b> Running the Gauntlet, in Revitalizing Indigenous Languages; <b>Library Reserve Reading</b>	<b>F. Reminder, term summary papers are due Dec. 4</b>
14 Nov. 26 Nov. 27	Discussing the successes & short falls of various language revitalization approaches <b>Thanksgiving Break no class</b>	
15 Dec. 2	<b>Video: Demonstrated Results of the ASLA approach.</b> A discussion on how ASLA is impacting language revitalization efforts in North America will follow the video clip.	
Dec. 4	Reexamining some of the issues of language revitalization success & short falls	
16 Dec. 9 – 13	<b>Finals Week</b>	