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NASX 201X.01: Indian Culture Expressed Through Language

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INDIAN CULTURE AS EXPRESSED THROUGH NATIVE LANGUAGE

Autumn 2018, NATIVE AMERICAN STUDIES 201X: CRN 73131

Tentative Syllabus

Instructor: Neyooxet Greymorning
Class Hours: Mon. & Wed. 9:30 - 10:50 am
Office: Native American Center, Room 203F,
Office Hours: Mon. & Wed. 8:30 - 9:15

Email: neyooxet.greymorning@mso.umt.edu

Native American Center, Room 202

Office phone 243-6381

Alternate office hours made by appointment; M/W 11:30 - 12:30

- I. Required readings for this course are The Cheyennes (at bookstore), and American Indian Myths and Legends - this book will be needed to research the first class essay. Other readings as noted within this syllabus will be emailed to students.
- 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**. **Assignment A** 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 short 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. **All** essay & paper assignments are to be emailed in on the date they are due. Email only as a word doc, docx or RTF file. **Do not send as a PDF**. The essay must be between 700-900 words. **Worth 25 pts**
- B. Transliteration and Perspective Paper. Part 1:** You will receive an interlinear text in Arapaho. 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 to English 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 point each) and 8 IDs (3 points each). **Worth 50 pts**
- D. Interpretive Essays: 3 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 film makers focus on that would show cultural importance. You are to identify scenes of your choosing interpret and discuss what you think their cultural relevance might warrant their being filmed. **Two points will be deducted from any paper turned in late.** **If absent for these videos, essays cannot be made up and a grade of 0 will be given for the assignment.** **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:** Students are to write a 2 to 3 page paper on what you feel was communicated through readings, lectures and videos, on the topic of culture and language. **Worth 10 pts**
- G. Student Attendance** points are based on 24 classes from Sept 7 to Dec. 7. 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 one's grade. **Worth 12 pts**

Grading Scale:

A = 181 - 200

D = 130 - 140

B = 161 - 180

F = 0 - 129

C = 141 - 160

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<u>Week</u>	<u>Lectures and Discussion Topics</u>	<u>ASSIGNMENTS</u>
1 Aug. 27 Aug. 29	Introduction and Course Expectations World View, Personality and Culture A. The first Short Essay must be emailed by 12-noon, Saturday Sept. 8 Any paper received on Sunday Sept 9, can not receive a grade higher than 20 Any paper received after 8 am on Sept. 10 or later will receive a grade of 0	<u>The Cheyennes</u> Read pages 87-104
2 Sept. 3 Sept. 5	Labor Day No Class Cheyenne Ceremonies	Read pages 14-25
3 Sept. 10 Sept. 12	Discussion on how language shapes culture and worldview Cheyenne Social Structure	Read pages 27-39
4 Sept. 17 Sept. 19	B. Transliteration/Perspective Paper must be emailed by 4 pm, Fri. Sept. 21 Any paper received after 4pm on the 21th will loose 2 points for each day late Any paper received after 8 am on Sept. 24th or later will receive a grade of 0 C. Exam on Cheyenne material from weeks 1 – 3	
5 Sept. 24 Sept. 26	Transliteration paper feedback and discussion and 1st Video screening 1st Video screening D. Email 1st Interpretive essay on Fri., Sept. 28, by 4pm Any paper received after 4 pm on the 28th will loose 2 points for each day late Any paper received after 8 am on Oct. 1st or later will receive a grade of 0	
6 Oct. 1 Oct. 3	Discussion of video 1 st video essay + 2 nd Video screening 2nd Video screening D. 2nd essay due via email Fri. Oct. 5 by 4 pm Any paper received after 4pm Oct. 5 will loose 2 points for each day late Any paper received after 9 am on Oct. 8th or later will receive a grade of 0	
7 Oct. 8 Oct. 10	Discussion of video 2 nd video essay + 3 rd Video screening 3rd Video screening D. 3rd essay due via email Fri. Oct. 12 by 4 pm Any paper received after the 12th will loose 2 points for each day late Any paper received after 8 am on Oct. 15 or later will receive a grade of 0	
8 Oct. 15 Oct. 17	Discussion of 3 rd video essay Studying Native Languages: Language and the Structure of Thought. Reading will be emailed	
9 Oct. 22 Oct. 24	Language, Culture & Society; Reading will be emailed Language, Culture & Society; Reading will be emailed	
10 Oct. 29 Oct. 31	Language, Culture & Society; Reading will be emailed The Work of Language Revitalization and Maintenance	
11 Nov. 5 Nov. 7	Discussion and assessment of language programs and issues Video: Our Life is Our Language + E. Short Answer Exam on Emailed Reading material	
12 Nov. 12 Nov. 14	Veterans Day, No Class Video: 1st half of Windwalker Video (50 min)	
13 Nov. 19 Nov. 21	Video: 2nd half of Windwalker 54 min Travel Day: Thanksgiving Day Break No Class F. Reminder, summary papers are due Tues. Dec. 4	
14 Nov. 26 Nov. 28	Read Running the Gauntlet, in Revitalizing Indigenous Languages; Reading will be emailed Discussing the successes & short falls of various language revitalization approaches	
15 Dec. 3 Dec. 5	Reexamining some of the issues of language revitalization success & short falls Video: Demonstrated Results of the ASLA approach followed with a discussion on how ASLA is Impacting language revitalization efforts in North America.	
16 Dec. 10 – 14	Finals Week	