AmCult 496.002
Native Canoe Cultures of the Great Lakes and the Pacific Islands

WINTER ‘06
Lecture: Tuesday 4:00-6:00 p.m. 1401 Mason Hall
Discussion Section 03: Wed 2:00-3:00 p.m. B137 MLB
Discussion Section 04: Thurs. 2:00-3:00 p.m. 3427 Mason

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Description
This seminar examines how movement through space and relationships to place produce culture, identity, and history in the Great Lakes and Pacific Islands. It emphasizes the practices of indigenous mapping and wayfinding, through comparative histories of canoe building and navigation in both regions. Topics include the cultural, historical and political importance of canoe culture, the indigenous science and technology of building and navigation, the materials and practices associated with canoe cultures, as well as, the social, economic and spiritual impacts of canoe building. We will visit the planetarium on campus to learn how Pacific Islanders navigate by the stars, and also view the campus planetarium show, Stories My Ancestors Told: Sky Legends of the Three Fires, visit the Museum of Anthropology to learn how native artifacts are displayed and how they have circulated around the world, and study videos documenting the revitalization of canoe culture. The course will also have an optional Community Service Learning component, with opportunities to work with Native American and Pacific Islander communities. Taught by scholars indigenous to the two regions (from Micronesia and from the Pokagon Band of Potawatomi) this course seeks to contribute to new forms of knowledge produced from ancient cultural practices, from comparative Native Studies in America, and from community activism.

Course requirements:
- Weekly assigned readings
- Full attendance. Three absences will lower your grade by one full grade; five absences will be cause to ask you to drop the class; three tardies count as one absence.
- Active and informed participation (20%).
- Midterm and Final Exam (Mix of short answer identifications and short essays) 30% each – 60% total. The Final Exam will cover material from midterm on.
- Final Paper (7-10 pp) topic of your choice (20%). Students will turn in a 1 pg paper proposal with topic and preliminary bibliography on 3/14/06. Failure to do so incurs a half grade penalty.
**Discussion Section Objectives:** The purpose of the discussion section is to clarify your understanding of the concepts covered in the lectures and readings. To do this, the section will consist of a mix of small group work, large group discussions, and other active learning exercises.

**Grading Scale:**

- **A+** = 97% and above
- **A** = 93 – 96%
- **A-** = 90 - 92%
- **B+** = 87 - 89%
- **B** = 83 - 86%
- **B-** = 80 - 82%
- **C+** = 77 - 79%
- **C** = 73 - 76%
- **C-** = 70 - 72%
- **D** = 60 - 69%
- **F** = below 60%

**Grading Grievance Procedure:** If you believe that your grade should be different than the grade assigned, you must clearly explain in writing the basis for your request for re-evaluation. This gives you an opportunity to prepare and present cogent arguments for reassessment. While a grade appeal may result in a higher grade, there is no guarantee and a re-evaluation may result in lower grade, if such is warranted.

**Requirements & Expectations:** The opportunity to create a learning environment and community lies with both the instructor and student. Clearly defined expectations and responsibilities facilitate this:

As a student in this class, your responsibilities include:

- Reading the assigned materials on time
- Coming to lecture and section prepared with questions about the readings and lectures
- Coming to lecture and section on time and prepared to participate
- Respecting the views and learning needs of other students
- Consulting with the Instructors about any problems with the course.

As your instructors, we make a commitment to:

- Come to lecture and section prepared to facilitate discussion and learning
- Be responsible to the needs of students
- Give students guidance on ways to improve their academic performance
- Respect the views and learning needs of the students
- Work with students to resolve any problems in the course

We are looking forward to getting to know each of you as scholars. We also hope that you will take time and make the effort to get to know one another as members of an intellectual community. We encourage you to use us as a resource and we hope you will take advantage of our office hours.

**Attendance:** Research shows that regular attendance is one of the best single predictors of student performance. In addition, class is an opportunity to learn not only from us, but also from your classmates. Please remember, attendance and being prepared for class is a part of your grade.

**Make-up Examinations and Late Papers:** Deadlines are firm. Please contact us ASAP if an emergency has prevented you from being at an exam or turning your paper in on time. If you seek an extension, for whatever legitimate reason, if possible, you should make the request before the due date of the paper or examination date.

**Major Illness or Crisis:** If something of major concern has happened to affect your ability to be a part of this class, please contact us ASAP so we can make necessary arrangements.
In the News: Articles and stories about Pacific Islander Americans and American Indians appear frequently in the news. If you see something that seems relevant to the course, bring it in and share it!


Disabilities: The University will make reasonable accommodations for persons with documented physical, psychiatric, or learning disabilities. Students should notify the Disability Services Office of any special needs. If you are eligible for and requiring academic adjustments or accommodations because of a disability, please notify us during the first week of class.

Warning re: plagiarism and classroom conduct. This course conforms with generally accepted guidelines for a uniform grading policy and scholastic integrity. Any instances of academic dishonesty - including plagiarism or cheating in any form - is unacceptable and will be treated very seriously. Please refer to the University website on plagiarism www.lib.umich.edu/ugl/classes/plagiarism.html. We expect a high level of student involvement and discussion in the classroom. All students are responsible for conducting themselves in an intellectual fashion that is respectful of the diversity of opinions found at this Campus. Please see us immediately - or phone, or email, - if you are uncomfortable with the classroom environment.

Coping Resources: This class requires a great deal of energy and time. Depending upon your experience in a university setting, you may find writing assignments and reading load difficult. In addition to discussing major problems with me, the University offers many resources to help you succeed, such as the Sweetland Writing Center (http://www.lsa.umich.edu/swc). See www.lsa.umich.edu/lib_resources.html for more information.

REQUIRED READINGS:
Available at Shaman Drum Bookstore, (311 S. State St.) (unless bolded, with telephone numbers) and on reserve in Shapiro Library (articles also often available on JSTOR):


**Articles will be made available through electronic course reserves and CTools.**

**Important Dates:**
- Tuesday, February 28: Winter Study break - no lecture – (sections will meet this week)
- Tuesday, March 7: Midterm – in class – (bring blue books)
- Tuesday, March 14: One page Research paper proposal due
- Tuesday, April 25: Final draft of your Research paper is due
- Find out date: Final Exam – (bring blue books)
Schedule of Topics/Readings

10 Jan:  Introductions – Pictures – Video: *The Teaching Rocks*

17 Jan:  Intro: Peoples of the Great Lakes region
Read:
*The Mishomis Book*

Read:
*People of the Three Fires*
*Georgia Jean Frank, “That’s My Dinner on Display: A First Nations Reflection on Museum Culture,” BC Studies, 110. 199?

31 Jan  Intro: The Pacific Islands and Pacific Islanders
Read:

Read:

14 Feb   Fundamentals of Pacific Navigation: Merak Heky
Read:

*Skim: Lewis’ chapters 8, 9, and 10

21 Feb  Fundamentals of Pacific Navigation:  Meet at Planetarium
Read:
*Lewis 1994.  Chapters 6 (Dead Reckoning), 7 (Orientation Concepts), and 11 (Position Fixing) in We, the Navigators
*Skim: Lewis’ chapters 3, 12, and 14.

28 Feb  Winter Break

7 Mar  Midterm – In class – Bring bluebooks!

14 Mar  Canoe Culture Great Lakes – speaker: birch bark canoe construction; Video: Keepers of the Fire
Read:
*Books and Islands in Ojibwe Country
*WCHA website - http://www.wcha.org/birchbark.html
*The Building of a Chippewa Indian Birch-Bark Canoe
http://www.pbs.org/riverofsong/music/el-enduring.html
(The Enduring Craftsmanship of Wisconsin’s Native Peoples: The Ojibwe Birch-bark Canoe, Thomas Vennum, Jr.

21 Mar  Canoe Culture Great Lakes – Video: Earl’s Canoe
Read:
*Ziibiwing Center website – http://www.sagchip.org/ziibiwing/
*Great Lakes Indian Fishing and Wildlife Commission website - http://www.glifwc.org/
*In the Light of Reverence website - http://www.sacredland.org/reverence.html
*http://jumaka.com/birchbarkcanoe/buildingpage/building.html
28 Mar  Revival Pacific: Polynesia I.  Film: *The Wayfinders*
   Read:

4 April  Revival Pacific: Polynesia II.  Film: *Voyage for Sustainability*
   Read:
     *Finney, Ben. 2003. *Sailing in the Wake*, chs. 5- Epilogue

11 April  Revival Great Lakes –
   Read:

18 April  Revival Carolines and Marianas: Films: *Sacred Vessels* and excerpts from Traditional Seafarers activities
   Read:
     *Diaz, unpublished essay

25 April  Evals; Revival Great Lakes –
   Read:

April    DATE TBA  Final Exam – Bring bluebooks!