Comparative Diasporas I: Indigenous Perspectives
HIS 150
(Proposed course for Seattle Central Community College)

SYLLABUS

Instructor: Tracy Lai, History
Office: room 4132
Office hours: as scheduled during a given quarter and by appointment
Office phone: (206) 587-6958 (accepts voice mail messages)
e-mail: tralai@sccd.ctc.edu (please identify yourself/course in subject line)

Credits: 5
Lecture Hours: 5
Lab Hours: 0
Meeting Times: MWF 11:00-12:20
Prerequisites: ENG 101 eligibility

Course Description: This course surveys the diasporas of indigenous peoples throughout the Americas and the Pacific. By focusing on selected groups such as native Hawaiians, Samoans, Chamorros, Iroquois, Navajo, Cherokee and Northwest Coast Indians, students can compare the migrations in political, economic, social and historical contexts from comparative perspectives.

Course Purpose:
• to strengthen critical thinking skills in oral and written discourse;
• to actively engage in learning activities including research, reading, writing, discussion and collaboration;
• to examine through selected case studies how dependent relationships are cultivated and reinforced;
• to increase knowledge of how movements for autonomy and independence are organized and sustained;
• to connect the historical themes to contemporary issues;
• to emphasize the scholarship and voices from the communities being studied;
• to compare, contrast and relate experiences of indigenous peoples from pre-contact to the current era of globalization.

Program Outcomes for History:
• to distinguish and appropriately use primary and secondary historical materials;
• to write history research essays using Turabian style for footnotes and bibliography;
• to organize notetaking from lecture, film/video, seminar discussion and research;
• to discuss historical subjects in an informed, substantive, collegial manner;
• to summarize and synthesize a variety of materials in short answer and short essay in-class writing;
• to develop collaborative skills in group activities such as in seminar, presentations and other projects.

Americans with Disability Act: If you need course adaptations or accommodation because of a disability, if you have emergency medical information to share with your
instructor, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible.

**Student Outcomes:**
- to increase knowledge regarding the comparative diasporas of indigenous peoples, past and present;
- to enhance critical thinking skills in oral and written discourse;
- to strengthen intercultural communication skills through practice, feedback and structured, evaluated activities;
- to build global competencies specifically in the following areas: increasing understanding of different political and economic systems while acknowledging economic interdependence; realizing that challenges facing our world cannot be solved by the same kind of thinking and actions that created them and recognizing that one’s own culture, religion, and values are not universally shared.

**Methods of Instruction:**
This class relies upon collaboration among class members and inquiry as a process for developing historical understanding. Class schedule will include 2-3 lecture/discussions which address the themes and texts. Other sessions will involve videos, small group activities, field trips, and guest speakers.

**Textbooks for purchase at SCCC Bookstore:**

**Supplementary Reading in library and/or excerpted for individual use in Reader for purchase:**


Lili'uokalani. *Hawai'i's Story by Hawai'i's Queen.* Charles E. Tuttle, 1991 (reissue).


Films:


Storytellers of the Pacific. Program #1 Identity. Program #2 Self-Determination. Lucerne Media.

Kinaalda: A Navajo Rite of Passage. Lucerne Media.

Additional Resources:
Pacific Studies Initiative (1997-98), East-West Center and Center for Pacific Island Studies is interested in coordinating a film festival and speakers tour to be hosted at Seattle Central Community College.

Required Materials:
books and reading materials as assigned
notetaking materials
internet access
binder/folder to organize course materials

Student Assignments (separate handouts to describe each):
Weekly reading assignments and seminar journals
Two in-class exams including short answer concepts/terms and short essay
One collaborative project with research paper and presentation components
Mid and Final Self-Assessment essays
Course evaluation
"Exit" notes as appropriate
Peer evaluations and feedback

Tentative Weekly Schedule of Assignments:
Weekly reading assignments and seminar journal writing; Films/Guests TBA
Week 1
Week 2
Week 3: Project Proposals
Week 4
Week 5
Week 6: Exam I
Week 7: Project Progress Reports; Mid quarter Self-Evaluation
Week 8
Week 9: Project Progress Reports
Week 10: Final Self-Evaluation and Course Evaluation
Week 11: Student Presentations and Research Essays due
Finals Week: Exam II

Learning Resources:
• Student Assistance Center offers free workshops on study and college survival skills. Room 1106, 587-3852.
• SCCC Library has excellent reference librarians. Even if our library does not have the source you are looking for, you may be able to borrow through inter-library loan or go to a different library. The electronic databases also give you a broad range of resources. Room 2101.
• College-Wide Tutoring System is a free program which can assist in many subjects, including writing and speech. Room 2103. Sign up first at Student Assistance Center.
• Form study groups with your classmates. Research and review together saves time and helps to clarify your understanding.
• Seattle Public Library, King County Libraries and University of Washington Suzzallo Library have excellent reference librarians. You do not need a UW student ID to use materials in the library. Seattle Public and King County Libraries issue free borrower cards.
• If you have paid the technology fee, Student Computing Center offers short courses on computer use, individual tutoring, reserved use of computers and student e-mail accounts.
• Sample papers on reserve in library and in Seattle Central Community College Journal of History.

Course Policies:
• Make every effort to be here everyday on time. This is not a correspondence course. Please inform the instructor of illness/emergencies. Continual absences will result in a lowered grade point.
• There is no extra credit.
• Late work accepted only by prior consultation with instructor.
• Grading: see separate handouts for requirements of individual assignments. Below is a continuum of basic characteristics as related to final grade points.

<table>
<thead>
<tr>
<th>Barely Passing</th>
<th>Passing/Average</th>
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<tbody>
<tr>
<td>0.7 (D-) - 1.4 (D+)</td>
<td>1.5 (C-) - 2.4 (C+)</td>
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<table>
<thead>
<tr>
<th>Barely Passing</th>
<th>Passing/Average</th>
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<tbody>
<tr>
<td>Misses class often.</td>
<td>Misses Class.</td>
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<tr>
<td>Does not complete assignments.</td>
<td>Completes assignments perfunctorily.</td>
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<tr>
<td>Inattentive/non participatory in class.</td>
<td>Pays attention in class.</td>
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<td>Never takes notes on lectures/films.</td>
<td>Takes some notes on lectures/films.</td>
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<tr>
<td>Does not talk with or know instructor.</td>
<td>Knows who instructor is.</td>
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<tr>
<td>Writes in simple, descriptive sentences.</td>
<td>Writes in descriptive sentences showing some reading/listening comprehension.</td>
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These descriptions are examples meant to help you achieve the grade point that you are working towards.
### Grades & Assignments:
Grades will be based on evaluation of 4 areas. The percentage of the final grade point is indicated in parentheses.

<table>
<thead>
<tr>
<th>Seminar Journal (20%)</th>
<th>Participation (25%)</th>
<th>Research Project (20%)</th>
<th>2 Exams (35%)</th>
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<tr>
<td>weekly entries</td>
<td>mid &amp; final self-evaluations, informed and consistent participation, peer feedback</td>
<td>Research project &amp; presentation (see handout for details)</td>
<td>in-class exams which reflect synthesis, analysis grounded in course concepts/materials</td>
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<td>addressing readings and discussions: tracks development of seminar participation</td>
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Above Average 2.5 (B-) - 3.4 (B+)
- Misses class occasionally.
- Completes assignments fully.
- Contributes to class discussion occasionally. Tries to collaborate with class members.
- Takes notes on lectures/films.
- Talks with/e-mails instructor as needed.
- Writes with organization and focus, reflects good grasp of course materials and original thought.

Outstanding 3.5 (A-) - 4.0 (A)
- Rarely misses class.
- Completes assignments with high standards and quality.
- Actively involved in class without dominating large or small group discussions.
- Collaborates well.
- Takes notes on readings, lectures, films, discussions and keeps organized in folder/notebook.
- Communicates frequently with instructor.
- Revises writing for mechanics, style, content.
- Writing demonstrates research, synthesis, connections and original thought.