

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: AIS 165: Native Women in the Americas

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

Social and psychological comparison of the role of Native Women in the Americas. Areas of emphasis shall include: Kinship, childbearing, leadership, and religious roles. These will be examined in contemporary and traditional settings.

SPECIFIC COURSE OBJECTIVES:

The successful student will:

1. Discuss and compare the various cultural/tribal practices of kinship, childbearing, and religious roles of Native Women in traditional and contemporary contexts.
2. Read, analyze and critique literature, music and art of the 19th and 20th centuries to understand perceptions of Native Women in the socio-historical context of the Americas.
3. Compare and contrast historical leadership roles among women pre/post non-Indian contact to include socio-economic differences, age and sexual orientation.

4. Synthesize knowledge from cross-cultural comparisons of the roles of Native Women.
5. Analyze the influence of Native Americans and non-Indian perceptions on gender specific issues in education, health, economic development, and socio-political leadership.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

I. Introduction to Native Women and Gender Studies

- A. The Nature of Gender Roles in Traditional Societies
 1. Matrilineal and Patrilineal Descent Systems in the Extended Family
 - a. Eastern Pueblo
 - b. Northeastern Iroquois
 2. Marriage and Childbearing
- B. Women and Political Power
 1. Leadership role in Blackfeet Society
 2. Beloved Women of the Cherokee
 3. Other

II. Native Women as Agents of Change

- A. Theologically
 1. White Buffalo Woman (Sioux)
 2. Sedna (Inuit)
 3. White Painted Woman (Apache)
- B. Missionary Influence
 1. Queen Liliuokalani (Hawaiian)
 2. Kateri Tekawitha (Mohawk)
 3. Captivity Narratives
- C. Acculturation
 1. Nancy Ward (Cherokee)
 2. Sarah Winnemacca (Pauite)
 3. Helen Hunt Jackson (American)
 4. Elaine Goodale Eastman (American)
- D. International Exchanges
 1. Pocohantas (Powhatan)
 2. Molly Spotted Elk (Sioux)
 3. Other

III. Contemporary Role of Native Women

- A. Education
 1. Maintenance of Traditional Values
 - a. Role-play
 - b. Games
 2. Iroquois Demonstration Schools
 3. Other
- B. Local Community and Community-at-large
 1. La Donna Harrish (Comanche)
 2. Cecelia Firethunder (Sioux)
 3. Other
- C. Women's Movement
 1. Wilma Mankiller (Cherokee)
 2. Katherine Saubel (Cahuilla)

- 3. Other
- D. Health/Medicine
 - 1. Traditional Practices
 - a. Shamanism
 - b. Curanderas and brujas
 - 2. Contemporary Practices
- IV. Contemporary Issues
 - A. Sovereignty
 - 1. Haunani Trask (Hawaiian)
 - 2. Rigoberta Menchu (Guatemalan)
 - B. Enviromental
 - 1. Winona La Duke (Ojibaway)
 - 2. Marina Osuna (Kumeyaay)

REQUIRED READING:

- Boyer, Ruth McDonald, and Narcissus Duffy Gayton. Apache Mothers and Daughters. Norman: University of Oklahoma Press, 1992.
- Green, Rayna. Women in American Indian Society. New York: Chelsea Publishing, 1992.
- Jacobs, Sue-Ellen. Two-Spirit People, Native American Gender Identity, Sexuality, and Spirituality. Champain: University of Illinois Press, 1998.
- Klein, Laura F., and Lillian A. Ackerman, eds. Women and Power in Native North America. Norman: University of Oklahoma Press, 1995.
- Menchu, Rigoberta. I, Rigoberta Menchu: an Indian Woman in Guatemala. New York: Routledge, Chapman and Hall, 1984.
- Powers, Marla. Oglala Women: Myth, Ritual and Reality. Chicago: University of Chicago Press, 1986.
- Trask, Haunani. From a Native Daughter: Colonization and Sovereignty. Monroe: Common Courage Press, 1993.

SUGGESTED READING:

- Allen, Paula Gunn. Sacred Hoop. Boston: Beacon, 1986.
- Mankiller, Wilma. Mankiller: A Chief and Her People. New York: St. Martin's Press, 1993.
- Morrison, Dorothy. Chief Sarah: Sarah Winnemucca's Fight for Indian Rights. Portland: Oregon Historical Society Press, 1993.

Roscoe, Will. The Zuni Man-Woman. Albuquerque: University of New Mexico Press, 1991.

Udall, Louise. Me and Mine: The Life Story of Helen Sekaquaptewa. Tucson: University of Arizona Press, 1969.

REQUIRED WRITING:

Book critique: 3-5 pages

Oral report from an autobiography of an Indian woman--15 minutes--
outline and bibliography required.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

The student will read and study texts and class notes. The student will also read newspapers and journals on women's issues and will attend lectures and meetings pertaining to women's issues.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Suggested percentages:

Two book critiques	40%
Two exams (midterm and final)	40%
Oral report	10%
Quizzes	10%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes _____ No X Number of times course may be taken for credit: _____

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

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