

Philosophy 491 : Native American Philosophy

Spring 2010; Section 002

Time: Mondays and Wednesdays, 12:40pm to 2pm

Place: Berkey Hall 214

Instructor: Dr. Kyle Powys Whyte
 kwhyte@msu.edu
 535 S. Kedzie Hall
 By appointment

Required Purchases

Vine Deloria Jr., *Custer Died for Your Sins* (University of Oklahoma Press)

George Tinker, *Spirit and Resistance* (Fortress Press)

Dale Turner, *This is Not a Peace Pipe* (University of Toronto Press)

Joyce Green, *Making Space for Indigenous Feminism*

1-2 File Folders; approximately 50 sheets of 8.5x11 inch blank printer paper

Course Description

PHIL 491 is a discussion-based seminar with a portfolio writing component that takes on questions in the Native American philosophical canon. Included are writings by Andrea Smith, Vine Deloria Jr., George Tinker, Dale Turner, Taiaiake Alfred, Elizabeth Cook-Lynn, Viola Cordova, and others. The following are questions we will address: How should decolonization occur? What is the status of indigenous knowledge in the age of globalization? What is the basis of environmental justice for Native Americans? Why are both the political and spiritual lives worth living? What is the Native American feminist tradition? To what rights are Native peoples entitled?

Course Outcomes

- (1) Increased understanding of philosophical issues impacting indigenous peoples
- (2) Increased understanding of philosophical approaches to colonization
- (3) Increased understanding of Native perspectives on philosophy and philosophizing
- (4) Expository and argumentative writing skills
- (5) Ability to receive feedback on your writing and revise accordingly
- (6) Context sensitivity, 'either/or' thinking, and critical reasoning.

Assessment

Every Thursday evening, 2-3 blogging questions will be posted on ANGEL. The questions are relevant to the readings in the week following the Thursday the blogs are posted. You are required to blog once per numbered week on one of the questions posted in the previous week.

To write a blog, choose one of the questions and respond to it in no more than 500 words. Your blog can be any format as long as it fits on one page. Make sure the week number and question are written at the top along with your name. Revision is the key to this course.

You may revise your blogs as many times as you like. There are two kinds of revisions, appointment and personal. In appointment revisions, come by my office during office hours (or by appointment). Have hardcopies of the blog(s) you would like me to look over. I will read them on the spot, give you written comments, and sign off on it. Once you have completed a revision, staple a copy of it to the back of your first draft, with the date completed. Personal revisions are simply your own revisions based on how your opinion or understanding may change during the course of the semester. You can type personal revisions on a new sheet of paper and staple them to your first draft.

You are required to submit 12+ blogs in your final portfolio. Some blogs you may not have revised. Others may have stapled personal revisions or appointment revisions. You also have to submit the notes from 3 'recaps' in your portfolio, which are summaries of the previous seminar that you will sign up for.

You may submit your portfolio under my office door, 535 S. Kedzie Hall during the first three days of finals week. Your portfolio will be graded according to two criteria:

(1) Writing Engagement (60% of final grade)

'+' = 'at least' 'A' = 'Appointment' 'P' = Personal

Grade	Total Blogs	A-Revisions	P-Revisions
4.0	12	5	4+
3.5	12	4	4+
3.0	12	3	4+
2.5	12	2	3+
2.0	12	1	3+

The following are factored into your Writing Engagement Grade at the instructor and TAs' discretion:

- (A) Professionalism
- (B) Having fewer than 12 blogs
- (C) Non sequiturs (blogs that have no relevance to course content or are underprepared)

Having fewer P-Revisions than required = 1.5 point deduction from Writing Engagement grade.

By blogs, we mean first drafts of blogs. A revision, whether appointment or personal, only counts as such if it is a revision of a first draft.

(2) Writing Content: 40% of final grade

We will evaluate the content of your 6 best blogging weeks according to how well they fulfill the blogging rubric in Lessons on ANGEL and give you a grade, 0.0 to 4.0. We will only evaluate the most recent revision in that blogging week.

How is the final grade calculated?

The weighted average of (1) and (2) will be rounded to the nearest final grade.

Schedule

1/11: Introduction

1/13: Seminar

Read: Deloria, "Indians Today, the Real and the Unreal" [9-23]

WEEK 1

1/20: Seminar

Read: Deloria, "Indians Today, the Real and the Unreal" [finish]

Recap: Whyte

[Recap Signups]

WEEK 2

1/25: Seminar

Read: Deloria, "Laws and Treaties" [35-42]

Recap: TBA

1/27: Seminar 4

Read: Deloria, "Laws and Treaties" [finish]

Recap: TBA

WEEK 3

2/3: Seminar 5

Read: Deloria, "Anthropologists and Other Friends," [Finish]

Recap: TBA

WEEK 4

2/8: Seminar 6

Read: Deloria, "Indian Humor" [Finish]

Recap: TBA

2/10: Seminar 7

Read: Deloria, "The Red and the Black" [Finish]

Recap: TBA

WEEK 5

2/17: Seminar 8

Read: Tinker, "Preface" and "Liberation and Sustainability" [Finish]

Recap: TBA

WEEK 6

2/22: Seminar 9

Read: Tinker, "Indianness and Cultural Alterity"

Recap: TBA

2/24: Seminar 10

Read: Tinker, "American Indian Religious Identity"

Recap: TBA

WEEK 7

3/1: Seminar 11

Read: Tinker, "American Indian Religious Traditions"

Recap: TBA

3/3: Seminar 12

Read: Callicott, *Earth's Insights* (selections)

Recap: TBA

Spring Break

WEEK 8

3/15: Seminar 13

Read: Lee Hester et. al., "Indigenous Worlds and Callicott's Land Ethic"
V.F. Cordova, "Ecoindian: A Response to J. Baird Callicott"

Recap: TBA

WEEK 9

3/22: Seminar

Read: Callicott "A Response to My Indigenous Critics"

Recap: TBA

3/24: Seminar

Read: Krech, selections from *The Ecological Indian*

Recap: TBA

WEEK 10

3/29: Seminar

Read: Ranco, "The Ecological Indian and the Politics of Representation"

Recap: TBA

WEEK 11

4/7: Seminar

Read: Allen, "Pushing Up the Sky"

Recap: TBA

WEEK 12

4/12: Seminar

Read: Green, "Taking Account of Aboriginal Feminism" (in Green)

Recap: TBA

4/14: Seminar

Read: Smith, "Native American Feminism, Sovereignty and Social Change" (In Green)

Recap: TBA

WEEK 13

4/19: Seminar

Read: Turner, "White Paper Liberalism"

Recap: TBA

Graduate Presentation: Devon

4/21: Seminar

Read: Turner, "Cairn's Canada" and "Liberalism's Last Stand"

Recap: TBA

Graduate Presentation

Week 14

4/26: Seminar

Read: Turner, "Word Warriors"

Recap: TBA

Graduate Presentation: Shannon

4/28: Seminar

Read: Turner, "Towards a Critical Indigenous Philosophy"

Recap: TBA

Graduate Presentation: Nick

Turn in Portfolios during first three days of finals week to 535 S. Kedzie Hall.

Academic Integrity

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, PHL adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course or someone else's answers to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

Note to Students with Disabilities

It is Michigan State University's policy to not discriminate against qualified students with documented disabilities in its educational programs. If you have a disability-related need for accommodations in this course, contact the instructor and the Resource Center for Persons with Disabilities (RCDP), located in 120 Bessey Hall. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (voice). The instructor should be notified as early in the semester as possible.

Student Resources

The Learning Resource Center, located in 202 Bessey Hall, offers academic support seminars and workshops, consults with students about study and learning styles and time management, and provides one-on-one tutoring in such areas as critical reading. For a more detailed description of LRC services and hour (see <http://www.msu.edu/user/lrc/>).

The Writing Center offers students the opportunity to meet one-on-one with a consultant while they are engaged in the process of writing course papers and other documents. It also offers consulting on digital writing projects and a Grammar Hotline. The Writing Center is located in 300 Bessey Hall. For information about appointments and satellite locations, see <http://writing.msu.edu/>

The ESL Writing Lab will assist students with all aspects of their work in PHL 491, including understanding of course readings to be used in writing papers, planning and revising papers, and proofreading. See <http://polyglot.cal.msu.edu/elc/student1.html> for more information and instructions on making appointments.

Blogging Rubric: Your blogs will be assessed based on whether your writing includes the elements listed in this rubric. The purpose of your blogs is to help you develop the following outcomes from the syllabus: Expository and argumentative writing skills; Ability to receive feedback on your writing and revise accordingly; Context sensitivity, 'either/or' thinking, and critical reasoning. You need to use this rubric in the following circumstances: (1) when you plan what to write, (2) while you're writing, and (3) when you ask questions of the instructor about how to write. You should also aim to have a good understanding of these writing elements by the first week of February.

Grade	Elements of Writing in Your Blog
1.0	(1) Relevance to course contents; (2) Accurate description of course contents.
1.5	(1) Relevance to course contents; (2) Accurate description of course contents; (3) Definitions of key terms that are clear and easy to understand.
2.0	(1) Relevance to course contents; (2) Accurate description of course contents; (3) Definitions of key terms that are clear and easy to understand; (4) Reasons are relevant to conclusion being drawn.
2.5	(1) Relevance to course contents; (2) Accurate description of course contents; (3) Definitions of key terms that are clear and easy to understand; (4) Reasons are relevant to conclusion being drawn; (5) Writing content integrates other course content from the same week.
3.0	(1) Relevance to course contents; (2) Accurate description of course contents; (3) Definitions of key terms that are clear and easy to understand; (4) Reasons are relevant to conclusion being drawn; (5) Writing content integrates other course content from the same week; (6) Reasons are sensitive to (anticipate) possible criticism.
3.5	(1) Relevance to course contents; (2) Accurate description of course contents; (3) Definitions of key terms that are clear and easy to understand; (4) Reasons are relevant to conclusion being drawn; (5) Writing content integrates other course content from the same week; (6) Reasons and conclusion are sensitive to (anticipate) possible criticism; (7) Writing content integrates course content from other weeks.
4.0	(1) Relevance to course contents; (2) Accurate description of course contents; (3) Definitions of key terms that are clear and easy to understand; (4) Reasons are relevant to conclusion being drawn; (5) Writing content integrates other course content from the same week; (6) Reasons are sensitive to (anticipate) possible criticism; (7) Writing content integrates course content from other weeks; (8) Reasons and conclusion are compelling and difficult to reject.