COMMUNICATION 3290
(3 CREDITS, DIV, SUSL)
INDIGENOUS COMMUNICATION: ACTIVISM
Spring 2020
TU/TH 3:40-5:00; GC 5750

Professor: Dr. Danielle Endres, Ph.D.
Preferred Title: Professor Endres (She/Her/Hers)
Office Location: LNCO 2611
Office Hours: TU 2:15-3:15, TH 11:00-12:00, and by appointment
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****This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. You will be notified of any changes in class, via email, or via Canvas.*

Required Course Materials: This course uses Canvas for required readings, assignments, and grades.

Suggested Reading Materials:

- Sonja Foss. *Rhetorical Criticism: Exploration and Practice*, 5th edition. Waveland Press, 2017. (On reserve at the J. Willard Marriott Library)
- James Jasinski. *Sourcebook on Rhetoric: Key Concepts in Contemporary Rhetorical Studies.* Sage, 2001. *(*Available online from the J. Willard Marriott Library)
- Andrea A. Lunsford, Kirt H. Wilson, and Rosa A. Eberly. *The SAGE Handbook of Rhetorical Studies*. Sage, 2008. *(*Available online from the J. Willard Marriott Library)
- Silva Rhetoricae: http://rhetoric.byu.edu

Course Description: This course examines Native American activism from a communication/rhetorical perspective. It highlights Native American voices and perspectives on historical and contemporary issues, including Tecumpseh's resistance, the American Indian Movement (AIM), Columbus Day protests, nuclear colonialism, the Skull Valley Band of Goshute nuclear controversy, and mascots.

Content Overview: This course examines Indigenous Native American activism in the United States from a rhetorical perspective. Rhetoric is the study of the use of symbolic/material systems (e.g., language, visuals, and bodies) to influence how we make sense of the world. The class will be focused on rhetorical analysis of various texts produced by Indigenous social movements, activists, and protectors (i.e.,

speeches, videos, events). In the study of Indigenous Native American activism, the course is focused on highlighting Indigenous voices and exposing students to Indigenous perspectives on historical and contemporary issues; it provides another side to the dominant colonizers' story. While highlighting Indigenous perspectives, the study of Indigenous Native American activism inevitably includes: discussion of how these activist movements relate to U.S. society as a whole, analyzing the social structures that Indigenous activists are challenging, and discussion of the dynamics of racism, colonialism, stereotyping, discrimination, assimilation, and several other topics related to diversity. The course covers historical and contemporary instances of Indigenous activism, highlighting that Gerald Vizenor has called the "survivance" of Indigenous people.

Course Objectives: At the end of this course, the student will be able to:

- understand historical and contemporary instances of Indigenous Native American Activism
- understand the relationship between Indigenous people and the United States, historically, politically, and socially
- understand major rhetorical theories and figures as related to rhetorical criticism of texts, especially those that are useful for the study of non-dominant groups (e.g., critical rhetoric, critical race theory, ideological criticism, feminist criticism, etc.)
- demonstrate an ability to apply rhetorical theories and rhetorical figures to the critical analysis of texts from historical and contemporary Indigenous Native American activism
- demonstrate an ability to think deeply and critically about Indigenous Native American activism, the concepts of diversity and multiculturalism in U.S. society, and applications of course material to students' lives.

Teaching and Learning Methods: This course is a combination of lecture, discussion, in-class rhetorical analysis, films, and guest lectures. Generally, a topic is introduced with an interactive lecture followed by an in-depth discussion of the topic.

Expectations: The contributions that we bring to each class will largely affect the quality of the learning that takes place in this course. As students, I expect that you will be present, both physically and mentally. This involves actively engaging in classroom activities and discussions, completing assigned reading and work on time, critical listening and evaluating, and helping to create a respectful classroom environment for everyone. This also involves turning off your cell phones when you enter the classroom, only using your computer for class-related activities. If you miss class, you are responsible for catching up on material covered in class. It is also your responsibility to check your university email account and the Canvas page for class information. All students are expected to maintain behavior in the classroom setting that adheres to

the Code of Student Rights and Responsibilities ("Student Code") https://regulations.utah.edu/academics/6-400.php.

As the professor, you can expect that I will be actively engaged in classroom teaching, come to class prepared and on time, grade and return assignments in a reasonable timeframe, be available during office hours, strive to maintain a classroom climate conducive to thinking and learning, and help to create a respectful classroom environment. I generally check my email twice a day on business days (M-F) between 9:00-5:00, and will not check email over the weekend. You can expect a reply to your email within 1-3 business days.

Discussion Guidelines:

- **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- **Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- **Understand that we are bound to make mistakes in this space**, as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- **Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- **Take pair work or small group work seriously**. Remember that your peers' learning is partly dependent upon your engagement.
- **Understand that others will come to these discussions with different experiences from yours**. Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
- **Make an effort to get to know other students.** Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.
- **Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore

areas of uncertainty. Listen respectfully to how and why the approach could work.

Methods of Evaluation:

Quizzes	25%
Group Rhetorical Criticism Proposal	15%
Group Rhetorical Criticism Project	30%
Final Exam	30%
TOTAL	100%

Quizzes (25%): Because it is impossible to or engage a meaningful rhetorical analysis of a text or discussion of course content if you have not carefully read the texts/assigned readings, it is very important that you attend class having read the required readings for the day and ready to participate in the learning process. To reward you for making this preparation a priority in your busy schedules, there will be 12 unannounced four-question quizzes that assess how carefully you have read and thought about the readings assigned for that day. Your two lowest quiz scores will be dropped. Because I will be testing your thoughtful critical reading of the texts and not your memory, you will be allowed to use one 8½ x 11-inch sheet of notes when taking these quizzes (computers are not allowed for quizzes). So, when reading, it would be wise to take notes.

Group Rhetorical Criticism Proposal (15%): Write a 3-5-page double spaced (11-12 point font) proposal for your final group project. In this paper you will identify the topic you have chosen for your group project, discuss the background and significance of the topic, identify a few rhetorical texts you might analyze, and suggest a few rhetorical concepts that you may use for analysis of the text(s). Please note that all group members will receive the same grade—no exceptions. This paper will be due via online Canvas submission in .doc or .docx format by 11:59pm on **March 5, 2020**. More information will be given in class.

Group Rhetorical Criticism Project (30%):
Good criticism is always a surprise. It is a surprise in the sense that you can't anticipate what a good critic will have to say about a given artifact. —Edwin Black

Useful rhetorical criticism, whatever else it may be, must function as an argument. —Wayne Brockreide

For this project, the class will break into up to up to six groups. Each group will prepare an in-class presentation in which you offer a rhetorical analysis of an Indigenous social movement or activist group. While you cannot present on one of the specific texts we analyzed in class, you can present on different texts from one of the issues/groups we cover in class. You can also choose a social movement/issue that we did not discuss in class. This presentation will be 30 minutes and must include 5-10 minutes for class discussion and Q&A. Presentations will be timed and your group will be cut off at the

end of time. Material not presented in the time will not be included in my evaluation and grade. Please note that all group members will receive the same grade—no exceptions. The presentation will be due during the final few weeks of the class. Groups will be assigned their presentation date in class. More information will be given in class.

Final Exam (30%): The cumulative final exam for this class will be a mix of multiple choice, short answer, and essay answer questions. The final exam for this class will be held from 3:30-5:30pm on **Wednesday, April 29, 2020**. More information will be given in class.

Extra Credit Paper (3%): For this paper, you need to attend an event on campus or in the community that relates to Indigenous issues. I will make announcements about events in class, but you can also seek out and make announcements about other events. After attending the event, write a 2-3 page double spaced report on the event that includes a summary of the event (no more than 1 double spaced page) and your rhetorical analysis of it. The paper will be due via online Canvas submission in .doc or .docx format by 11:59pm on **Tuesday April 21, 2020,** but you can turn it in any time in the semester. More information will be given in class.

Note: Failure to meet these requirements and due dates will result in lowered grades. In the event you do not turn in your assignment on the day it is due, you will be assessed the following academic penalty: late assignments will receive a half letter grade reduction for every full day they are late (i.e. A to A-)

Grading Criteria: Every grade you receive on an assignment in this class will be determined according to an A-E scale. To ensure that you understand what these scores mean in this class, you should consider the following evaluative scale. This scale can be used to convert your grades into terms that are more meaningful to your own learning process:

A = Excellent
B = Good
C = Standard
D = Substandard/Marginal
E = Unsatisfactory

Statement on Attendance: Because participation and cooperative learning are essential to the design of this course, you are expected to attend class and participate. The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. If you are absent to participate in officially sanctioned University activities (*e.g.*, band, debate, student government, intercollegiate

athletics) or religious obligations, you will be permitted to make up assignments. If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact me as soon as possible. Prompt consultation with your instructor (within 24 hours) and documentation of the unavoidable event (e.g. a note from your doctor, a copy of the accident report, etc.) might result in accommodations.

Statement of Drops/Withdrawals: The last day to drop this class is January 17, 2020; the last day to withdraw from this class is March 6, 2020. Please consult the University academic calendar for more information pertaining to dropping or withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Statement on Academic Misconduct: Academic misconduct is a serious violation of your contract as a student and will be treated severely. The university policy on academic misconduct is available at: http://www.regulations.utah.edu/academics/6-400.html.

ADA Statement: The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581--5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Statement on Sexual Misconduct: Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Statement on Campus Safety: The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Statement on Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. https://lgbt.utah.edu/campus/faculty_resources.php

Diversity & Inclusion Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Undocumented Student Support: Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

Veteran's Center: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

Learners of English as an Additional Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing--program.utah.edu/);

the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

Content Accommodations: Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes. We will engage difficult, controversial subjects. This class asks you to think critically about others' and your own positions. If you believe that you may experience a conflict with your sincerely-held ethical commitments or religious beliefs as a result of this course's readings, assignments, or activities—and you are unclear about materials' relevance to the class—you should speak with me immediately and decide whether this is a course you wish to take.

TENTATIVE SCHEDULE

[Note: We will try to remain on this schedule, but learning does not always happen according to strict timelines, and unforeseen events can push us off our ideal timeline. Therefore, this schedule is subject to change. You will be informed in class of any changes that evolve over the course of the semester.]

Date	**Class Activity/Assignments Due**	**Reading & Assignments due on this date** (All reading assignments available from Canvas or as noted)
January 7	Introduction to the Class	• Syllabus
January 9	Rhetorical Theory and Criticism	• Brummett, Chapters 1 & 2
January 16	Talk: "The Effects of Radiation Exposure on Native Americans in Utah" –Law School Moot Court Room 4:30-5:30	• Dunbar-Ortiz, "This Land"
January 21	Indigenous Peoples in the U.S.	• Wilkins & Stark, "Timeline" • Wilkins & Stark, "A Tour"
January 23	Decolonization	• Tuck & Yang, "Decolonization is Not" • Smith, "Imperialism, History, Writing & Theory"
January 28	Indigenous Rhetoric	• Lyons, "Rhetorical Sovereignty"
January 30	Utah Indigenous People	• Film: *Utah We Shall Remain Ute* • Choose one more *Utah We Shall Remain* video (Goshute, Northwestern Shoshone, Navajo, or Paiute)
February 4	Tecumseh	• Film: *We Shall Remain: Tecumseh's Vision* • "Address to William Henry Harrison" • "Speech to the Osages" • "Sleep No Longer" • "Father Listen"
February 6	Indian Removal	• Black, "Native Resistive Rhetoric"
February 11	Red Power & AIM	• Film: *We Shall Remain: Wounded Knee* • Zinn Education Project, "Native American Activism"
February 13	Alcatraz	• Indians of All Nations, "Alcatraz Proclamation"

February 18	Women in AIM	• Film: *Warrior Women*
February 20	Dakota Access Pipeline *Guest Lecture: Taylor Johnson*	• Whyte, "The Dakota Access Pipeline"
February 25	Mascots	• Film: *In Whose Honor?*
February 27	University of Utah Utes	• Utes Nickname Project Website
March 3	Two-Spirit Activism	• Dine Equality Website • Driskill, "Doubleweaving Two-Spirit"
March 5	Guest lecture: *Dr. Ashley Cordes*	• **Group Proposal Paper Due at 11:59pm**
March 10 & 12	**SPRING BREAK**	
March 17	Energy & Climate	• "Carbon Pricing" • "Indigenous Rising Media Shorts from COP25"
March 19	Indigenous Women	• Mihesuah, "Colonialism and Disempowerment" • Rosay, "Violence Against"
March 24	Librarian Presentation-TBA	
March 26	**No class- group work**	
Tues, Mar 31	Nuclear Colonialism	• LaDuke, "Nuclear Waste" • Margene Bullcreek "Oral History" • Forrest Cuch, "Oral History"
Thurs, Apr 2	Indigenous Representation in Film	• Film: *Smoke Signals*
Tues, Apr 7	Group Presentations	
Thurs, Apr 9	Group Presentations	
Tues, Apr 14	Group Presentations	
Thurs, Apr 16	Wrap up Discussion	• Kirkwood, "Seven Acts" • "Thirteen Things You Realize"
Tues, Apr 21	Trine Kvidal Colloquium-location info TBA	• Kramvig et al. "Turbulent Indigenous Objects"
Wednesday, April 29 (3:30-5:30)	**Final Exam**	