

AMERICAN FRONTIERS, HOMELANDS, AND EMPIRE

WINTER 2014 SYLLABUS

Faculty:	Office	Mailbox	Phone	Email
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PROGRAM DESCRIPTION

Students will explore the juxtaposed themes of Frontier and Homeland, Empire and Periphery and the Indigenous and Immigrant experience. We will use historical analysis (changes in time) and geographic analysis (changes in place) to critique these themes, and will turn toward cultural analysis for a deeper understanding of race, nation, class and gender. We will take as our starting point a critique of Frederick Jackson Turner's "Frontier Thesis"—that the frontier is "the meeting point between savagery and civilization"—as a racist rationale for the colonization of Native American homelands. We will consider alternative histories of Anglo-American expansion and settlement in North America, with interaction, change, and persistence as our unifying themes.

We will study how place and connection is nurtured, re-imagined and interpreted, particularly in Indigenous and recent immigrant communities. We will connect between the ongoing process of "Manifest Destiny" in North America and subsequent overseas imperial expansion into Latin America, the Pacific and beyond. The colonial control of domestic homelands and imperial control of foreign homelands are both highlighted in recent patterns of recent immigration. These patterns involve many "immigrants" who are in fact indigenous to the Americas, as well as immigrants from countries once conquered by the U.S. military. In winter quarter, we will look at contemporary case studies that show the imprint of the past in the present and how 21st-century North American communities (particularly in the Pacific Northwest) are wrestling with the legacies of colonization, imperialism and migration. In particular, we will examine the overlapping experiences of Native Americans and recent immigrants, and Indigenous territories and migrations that transgress or straddle the international border as defined by "Homeland Security."

WINTER SCHEDULE (STUDENTS MUST HAVE A DEDICATED SCHEDULE FOR CLASS PREP)

Monday		Reading, Writing, and Preparation	
Tuesday	9:30-12:00	Longhouse1007A	Lecture
Tuesday	1:00-3:00	SEM II A2105 SEM II A2107	Ackley Book Seminar Grossman Book Seminar
Wednesday	9:30-12:30	SEM II B1105	Workshop/Film/Lecture/Reading
Thursday		Reading, Writing, and Preparation	
Friday	9:30-12:30	SEM II D1105	Workshop/Film/Lecture/Reading
Friday	1:30-3:30	SEM II D2105 SEM II D2107	Ackley Book Seminar Grossman Book Seminar

BOOKMARK WINTER MOODLE: <https://moodle.evergreen.edu/course/view.php?id=5037>

Please have a personal account on <http://moodle.evergreen.edu>, including a close-up photo of your face (so we can all recognize each other). You can also access our Moodle page via <http://moodle.evergreen.edu> or <http://my.evergreen.edu>. All communication will be sent only to your evergreen.edu address, so if you use another address you must forward your Evergreen emails to it. **Students must check their email accounts regularly!** Please use only your Evergreen address to communicate with faculty.

REQUIRED TEXTS*

- King**, Thomas, *The Inconvenient Indian* (University of Minnesota Press, 2013)
- Suarez**, Ray, *Latino Americans: The 500-Year Legacy That Shaped a Nation* (Celebra Trade, 2013)
- Ford**, Jamie, *Hotel on the Corner of Bitter and Sweet* (Ballantine Books, 2009)
- Drinnon**, Richard, *Facing West: The Metaphysics of Indian-Hating and Empire-Building* (University of Oklahoma Press, 1997) [Required chapters available as PDF on Moodle]
- Erdrich**, Heid E., *National Monuments* (Michigan State University Press, 2008)
- Stephen**, Lynn, *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Duke University Press, 2006)
- Sen**, Rinku, & Fekkak **Mamdouh**. *The Accidental American: Immigration and Citizenship in the Age of Globalization* (Berrett-Koehler Publishers, 2008)

*There will also be discussion readings that will be available on the Moodle website.

ASSIGNMENTS

1) Seminar Reading(s) of the Text: Students will engage in close readings of the program texts. You will write a short paper weekly about one passage in the seminar's book assignment. You will pick a short excerpt from the book (with chapter and page number) and write at least one paragraph offering your analysis or reflection about it. *We encourage more robust and longer analyses than in fall quarter (700 words maximum)*. You will post the text on Moodle by 9:00 am on the seminar day, bring a copy for yourself to afternoon seminar, share your reading of it with your seminar group, and *turn in the hard copy to your faculty*. You will also *post at least one reply* to fellow students on Moodle (on either seminar for the week) by the following Monday. The purpose of this assignment is to provide verification that you have done the reading, to prepare you for seminar discussion, and to initiate online discussion among students in your seminar. Faculty will review papers and give feedback:

Check plus: Student has focused well on a specific excerpt from the book that is representative of a substantive (larger) issue. Student begins an informative and intriguing analysis that speaks to both breadth and depth, and is well supported by examples from the book. Student makes connections to other readings, lectures, etc. All this is done in a very concise way. Student demonstrates superior facility with the conventions of standard written English (i.e., grammar, usage and mechanics), but may have minor errors. Response does not exceed 700 words.

Check: Student focuses on an excerpt that speaks to a larger issue in the book and/or is related to class themes. Student begins an analysis with limited focus or specificity, and/or raises extraneous (not essential to topic) points. It is apparent that the issues the author raises are new to student, and that the student is building the knowledge necessary to then move toward analysis. In the response the student relies on a summary of the text, with less significant reflection or analysis. Student generally demonstrates control of the conventions of standard written English, but may have some errors.

Check minus: Student chooses an excerpt that is representative of only a narrow issue of the book and/or raises questions that are factual (yes/no) rather than substantive and thus do not lend themselves to larger discussions. Student relies on opinion and doesn't bring up specific examples in books. Student either has too few words (less than 100) or too many (more than 700). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

2) Seminar Facilitators: Students will sign up to facilitate seminars. Pairs of students will meet prior to seminar to prepare. Facilitators should read over the seminar reading(s) of the text that students have posted to Moodle and plan beginning a beginning activity to spark discussion (facilitators must plan to use seminar reading(s) of the text in any activity they plan). Student facilitators are *not* expected to be "experts" on the readings, nor will they dominate the seminar discussion, and faculty will still step in to facilitate..

3) Reflections:

- * International District Field Trip 2-page reflection, due **Tues., Jan. 29** on Moodle and in seminar.
- * Olympia Downtown Walking Tour paper, due **Tues. Feb. 4** on Moodle and in seminar.
- * Event Reflection on either Boldt Decision Forum, Farmworker Justice Day, NCAI President talk, or other outside event approved in advance by faculty. Post at least 2 pages on Moodle Week 10.
- * Other possible writing exercises within morning class or seminar, on selected readings or topics or on guest speakers.

4) Final Research Project and Presentations. The Final Research Project will trace the contemporary legacies of “frontier” processes in present-day issues, and/or connect homeland and empire. **Part I** of the research paper will be 8-10 pages. It will center on a modern issue or controversy, on a local or regional scale (not national or global) and trace back its roots to the impacts of frontier/homeland conflicts. It could also make the connections between a “domestic” issue within the United States to a “foreign” issue in the American Empire abroad. The research will be fully cited, with at least five text sources and five web-based sources identified in an Annotated Bibliography, which will be turned in earlier with a *substantial* draft Research Outline.

Part II of the paper will be 4-5 pages. It will take the same issues and connections, but add a single twist in the history that created a different outcome and situation in the present, answering the question “What if....?”. This “alternate history fiction” piece will enable you to use creativity and imagination to speculate about the “paths not taken,” and to be specific about what aspects of the people and place would have changed because of the different historical direction (in either a more positive or negative direction). The format does not have to be a research paper, but could be a news article, first-person narrative, etc. (For examples see the Wikipedia articles for “Alternate history” and “List of Alternate History Fiction.”) Both parts of the paper are due on the same day, and will be 12-point, double-spaced, paginated and stapled together into one paper.

Topic Groups: Students will be given time to brainstorm topic ideas in week 1, then will be organized into Topic Groups based on the rough topic ideas that students submit by Friday of week 1. Each Topic Group will present and compare their individual papers in Week 10. Each student will present for 15 minutes, with time for questions taken at the end by the group. The presentations will be timed, so each student should rehearse the length or write out their talk. Students are encouraged to tie the specifics to the larger framework and themes of the program—connecting the “tree” to the “forest.”

Fri., Jan. 17: **Research topics chosen** (one paragraph—hard copy and pasted on Moodle)

Fri., Jan. 31: **3-page Detailed Research Outline with Annotated Bibliography**
(hard copy to faculty & attached on Moodle)

Tues., Feb. 25: **Draft research paper; Bring 5 copies** (stapled/page numbered)
for peer & faculty review

Tues., March 11: **Final research paper** (attached on Moodle)

March 11-14: **Presentations of research to class**

5) Portfolio. Students must maintain a portfolio of their work over the course of the program. These portfolios are a documentation of your growth and development as a scholar, and are an important aspect of encouraging reflective, self-directed learning. Students should keep copies of written work in the portfolio, as well as your notebook. Your notebook will be submitted as part of your final Portfolio, so take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. Some lecture notes and powerpoints will be made available ahead of class, so you can print them off (using the Notes print-out selection in powerpoint) and take notes on additional information from the lecture.

Fri., Feb. 7: **Mid-quarter checklist of all written assignments due.** Students will note which assignments have been submitted, submitted late, or not submitted

Friday, March 14: **Portfolios due** (including final checklist of all written assignments and winter quarter self-evaluation draft) to box outside faculty office door, submitted by 4pm.

SIX EXPECTATIONS OF AN EVERGREEN GRADUATE

- * Articulate and assume responsibility for your own work.
- * Participate collaboratively and responsibly in our diverse society.
- * Communicate creatively and effectively.
- * Demonstrate integrative, independent, critical thinking.
- * Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- * As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

CREDIT AND EVALUATION

Full credit can be earned by doing all of the following:

- Reading assigned texts in advance of class
 - Participating in class activities (participation is defined as active listening, speaking, thinking)
 - Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence)
 - Completing all assignments by the date due.
 - Completing writing assignments on outside activities as assigned by faculty.
 - Writing a narrative self-evaluation for your transcript
 - Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation conference. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on your intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.
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- If you do all the above at a passing level, you will earn sixteen credits for the quarter. The quality of the work you accomplish will be described in a narrative evaluation.

WEEKLY SCHEDULE

WEEK ONE: JAN. 7, 8, 10 *Native Sovereignty & Environmental Justice*

Reading: *Inconvenient Indian* (King)

- Tuesday 9:30-12:00 Introduction to quarter;
Lecture: Climate crisis
- Tuesday 1:00-3:00 Brainstorm research topic ideas; form groups.
Select 6 groups for Friday workshop
- Wednesday 9:30-12:30 Lecture: Native Environmental Justice / Fossil Fuels
Film: *Homeland*
- Friday 9:30-12:30 Lecture: Tribal Sovereignty and Economic Development
Workshop: Water Extraction on Sacred Site
- Friday 1:30-3:30 Seminar introductions; Seminar on *Inconvenient Indian* (King)
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WEEK TWO: JAN. 14, 15, 17 *Latino History*

Reading: *Latino Americans* (Suarez)

- Tuesday 9:30-12:00 Lecture/Film clips: Arizona Border Conflicts
Film: *Harvest of Empire*
Lecture: The Role and Responsibilities of the Researcher
- Tuesday 1:00-3:00 Seminar on *Latino Americans* (Suarez), Intro., Ch. 1-3
- Wednesday 9:30-12:30 Film: *Crossing Arizona*
Guest: Rosalinda Guillén, Community to Community (Bellingham)
www.foodjustice.org (We will be joined by the Mexico program.)
- Friday 9:30-12:30 Film Critiquing
Film & critique: *Milagro Beanfield War*
- Friday 1:30-3:30 **DUE:** Research topics
Seminar on *Latino Americans* (Suarez), Ch. 4-6
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WEEK THREE: JAN. 21, 22, 24 *Asian-American History*

Reading: *Hotel on the Corner of Bitter & Sweet* (Ford)

- Tuesday 9:30-12:00 Alternate history fiction preparation
Lecture: Japanese Incarceration
Lecture: Indigeneity and the Graphic Novel
- Tuesday 1:00-3:00 Seminar on *Hotel on the Corner of Bitter & Sweet* (Ford)
- Wednesday 9:30-12:30 Film: *Savage Acts* (on Philippine-American War)
Lecture: Angel Island
- Friday all day **International District Field Trip** (*Vans leave Lot C at 9:00 sharp*)
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WEEK FOUR: JAN. 28, 29, 31 *Pacific Empire*

Readings: *Facing West* (Drinnon) PDF and *From a Native Daughter* (Trask)--posted on Moodle

Tuesday 9:30-12:00 Lecture: Manifest Destiny & Overseas Expansion
Workshop: U.S. military interventions history

Tuesday 1:00-3:00 **DUE:** Reflections on field trip
Seminar on *Facing West* (Drinnon)

Wednesday 9:30-12:30 Film: *Acts of War* (on Hawai'i)
Reading: *From a Native Daughter* (Trask, on Moodle)
Lecture: Indigenous Feminisms

Friday 9:30-12:30 Film: *Insular Empire* (on Guam/Marianas)
Lecture: Public Art
Reading the Landscape: Preparation for walking tour

Friday 1:30-3:30 **Walking Tour of Downtown Olympia**
(Meet at 1:25 at Olympia-Rafah Solidarity Mural, State & Capitol Way)

WEEK FIVE: FEB. 4, 5, 7 *Native Decolonization*

Readings: *National Monuments* (Erdrich), Indigenous Literary Packet

Tuesday 9:30-12:00 Lecture: Indigenous poetry and narrative
Lecture: Unlikely Alliances

Tuesday 1:00-3:00 **DUE:** Reflections on walking tour
Seminar on *National Monuments* (Heid E. Erdrich)

Wednesday 9:30-4:15 **Treaty Forum: 40 Years Since the Boldt Decision**
Skookum Event Center, Squaxin Island Tribe

Friday 9:30-12:30 Literary Activism and Community in the Pacific Rim
Something Worth Reading? (South Auckland Poetry Collective)

Friday 1:30-3:30 **DUE:** Mid-Quarter Checklist
Discussion on Boldt Forum
Seminar on Indigenous Literary Packet

Saturday Free Leonard Peltier Rally in Tacoma (see Moodle for details)

WEEK SIX: FEB. 11, 12, 14 *Research / Writing Week*

Due dates/meetings required for some students: TBA

WEEK SEVEN: FEB. 18, 19, 21 *Research / Writing Week*

Due dates/meetings required for some students: TBA

WEEK EIGHT: FEB. 25, 26, 28 Indigenous Immigrants

Reading: *Transborder Lives* (Stephen)

Tuesday 9:30-12:00 **DUE:** Draft research paper; *Bring 5 copies* (stapled/page numbered)
Workshop: Peer Review of papers

Tuesday 1:00-3:00 Seminar on *Transborder Lives* (Stephen), Preface, Ch. 1-3, 5

Wednesday 9:30-12:30 **Farmworker Justice Day** (rooms & times TBA)
Also Guest: President of National Congress of American Indians (NCAI)
Swinomish Chair Brian Cladoosby **Required 3:30-5:00 pm Longhouse.**

Friday 9:30-12:30 Lecture: Latin-Indigenous, Tribal Border Crossings
Guest: Maria Trevizo, Native Wellness Institute nativewellness.com
Tigua (Ysleta Pueblo del Sur, Texas) / Purépecha (Michoacán, Mexico)

Friday 1:30-3:30 Seminar on *Transborder Lives* (Stephen),
Ch. 6-9, Conclusions, Epilogue

WEEK NINE: MAR. 4, 5, 7 21st-century Empire & Immigration

Reading: *Accidental American* (Sen/Mamdouh)

Tuesday 9:30-12:00 Lecture: Global War on Tribes
Empire and Immigration Workshop

Tuesday 1:00-3:00 Seminar on *Accidental American* (Sen/Mamdouh), Intro, Ch. 1-4

Wednesday 9:30-12:30 Film: *The Letter* (on Somali immigrants)
Lecture: Somali immigration
Empire and Immigration Workshop, cont.

Friday 9:30-12:30 Film & critique: *Frozen River*

Friday 1:30-3:30 Seminar on *Accidental American* (Sen/Mamdouh), Intro, Ch. 6-8, 10

WEEK TEN: MARCH 11, 12, 14 Presentations

Tuesday 9:30-12:00 **DUE:** Final drafts of research paper
Presentations

Tuesday 1:00-3:00 Presentations in Sem II D2105

Wednesday 9:30-12:30 Presentations

Friday 9:30-12:30 Presentations

Friday 12:30-3:30 Presentations and potluck, final review in Sem II D2105
DUE: WINTER PORTFOLIOS with notebooks and checklist
outside faculty office door by 4 pm

EVALUATION WEEK: MARCH 17-20

Consult with faculty before making Spring Break travel plans, as required evaluation conferences will be scheduled during this week.

AMERICAN FRONTIERS: HOMELANDS AND EMPIRE

PROGRAM COVENANT

As we engage in the collective work of this program, please bear in mind that we form an academic community. In order to study and learn effectively as individuals, we need to work together as a group.

Evergreen's Social Contract: The Social Contract includes provisions on freedom, civility, rights, prohibition against discrimination, intellectual honesty, and other topics. If you are not familiar with the social contract, find it on line at <http://www.evergreen.edu/about/social.htm> The Social Contract governs all members of the Evergreen community.

Learning in the midst of conflict: It is important that we speak openly about our needs and concerns and that we respect the needs and concerns of others. As we work through the program we expect to encounter differences, and if conflict arises, we agree to proceed with respect. If we critique an idea or position, we agree to offer constructive criticism, including the posing of possible alternatives.

Learning about cultural difference and social inequality: Our program's inquiry requires an open-mindedness towards ideas and values which might be different from our own and a willingness to learn about serious issues such as the history of racism, ethnocentrism, cultural prejudice, sexism, classism and other forms of oppression. These and other structures of inequality shape the experiences of all people living in the historical and contemporary world, including all of us, as the experiences we bring to the classroom. Our program work involves academic study and promotion of a cooperative and supportive atmosphere for all program members to work on these issues. We will respect and value differences of belief, ethnicity, race, religion, gender, sexual orientation, class background, age, and experience. We will not generalize about all individuals in social groups, or assume that they represent unchanging and monolithic blocs.

Attendance: As attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit; three occasions of tardiness will equal one absence). ABSENCES WILL ONLY BE EXCUSED UNDER EXTENUATING CIRCUMSTANCES (documented in an e-mail or phone message, preferably in advance). A pattern of late arrival to class can also lead to reduced credit, as can handing in work after it is due, since both are unfair to the students and faculty who are keeping the program running on schedule.

Engagement: Evergreen programs are not simply a collection of classes, but a deeper effort to form a learning community. We learn from each other, and are therefore responsible to each other to participate in the learning community. Participation is defined as active listening, speaking, and thinking. Communication and attendance are vital to build relationships among students, and between students and faculty. In the interest of fairness, we want all students to have equal access to all information, and to have their attendance count. The program e-mail lists are a critical part of staying informed about any changes to the syllabus, and any current events that relate to the program. If you do not use your @evergreen.edu address, you are required to forward e-mails to your preferred address. You should check your e-mail every weekday for any updates, and you are encouraged to pass along interesting news items that relate to the program on our Moodle site. Any e-mails or material sent to faculty should be sent from your @evergreen.edu address to avoid email interface problems (*hotmail, yahoo, gmail and other accounts are notorious for not working well with listservs, so users are missing critical information*).

All-program Attendance: Attending seminars and all-program activities is the other critical aspect of participating in the learning community. As Woody Allen once said: "80 percent of life is just showing up." Many students make great efforts to coordinate their transportation, jobs and family in order to attend class. In fairness to students who attend, there will be a sign-in sheet at all-program lectures, films, workshops, etc. for students to initial. Since attendance is a

precondition of participation, absences will diminish your ability to earn full credit; more than three absences will likely lead to reduced credit. **BE ON TIME FOR THIS CLASS**; it is in your own interest to be on time since class instructions are usually at the beginning. Three occasions of tardiness will equal one absence. ***Always keep in communication with your seminar's faculty member.***

Note-taking is strongly encouraged to retain information for discussion and assignments. Some powerpoints and other lectures can be downloaded and printed from links on the web to aid in note-taking. You should identify a friend who can take detailed notes in case of your excused absence, and ask the friend (not faculty) what you missed. Take detailed notes in your notebook and lecture print-outs; *your notes will be a part of your portfolio used for evaluation purposes.*

Cooperative efforts. All-program work (and seminars) require collaborative and cooperative efforts from both faculty and students. Students should familiarize themselves with the Program Covenant, the Evergreen Social Contract and the Student Conduct Code regarding issues such as plagiarism and disruptive behavior. Normal adult behavior, of course, is expected, and disruptive or disrespectful behavior will be grounds for being asked to leave the program. In all program activities, please make sure your cell phones are turned off, and you do not make it difficult for students or faculty to listen or concentrate. ***Laptops are not to be used at all during this program,*** in order that students participate in listening and discussing. (It is no problem to use laptops during breaks.) Please remember to keep your cell phones turned off during class.

Seminar Attendance: Significant parts of the program are organized as a seminar. Consistent attendance and informed discussion is not only encouraged and desired but also expected. The subject matter is complex; the program, however, is structured in such a manner that the foundations for each class are established in the preceding classes. The seminar is essentially a Book and Text seminar (movies are part of the texts); therefore each student should bring the day's reading material to the class. It is important that the seminar discussion stay on topic with the text as the main source of the discussion. Seminar attendance, preparation, and participation is also considered very important to your individual success, as well as to the collective success of the group. The faculty anticipate lively and respectful discussion. The seminar will be a collaborative, exploratory undertaking and is the place where most of the insights will be made. We are looking forward to engaged and vital seminar groups.

Evaluation of student performance: Credit is not the same as positive evaluation. Students earn credit for fulfilling minimum requirements and standards. The evaluation is a statement describing the quality of the student's work. It is possible for a student to receive credit but receive an evaluation that describes poor quality work. It is also possible for a student to attend regularly yet receive no or reduced credit because of unsatisfactory performance. Starting early on readings and projects, and even staying somewhat ahead of the program schedule, can help prevent last-minute crisis completions of projects, and enhance your participation in seminar discussions. A paper handed in late may not be accepted for credit if the faculty member does not accept your circumstances as extenuating.

Evaluation Conferences: Each student will have an evaluation conference with his/her seminar leader at the end of the quarter to discuss the student's self-evaluation, the faculty evaluation of the student, and the student evaluation of the faculty. Students should not make plans for vacation without first signing up for an evaluation conference with their seminar leaders. Students who wish to have the student evaluation process separated from the faculty evaluation process may submit a written evaluation of the faculty member to the program secretary.

Grievance Procedures: It is important to act on grievances in a timely fashion. The most direct way is to pursue the matter through these steps:

1. Take up the concern with the parties involved in the grievance.
2. If not resolved, meet with seminar leader.
3. If still not resolved, meet with the faculty team.

4. If still not resolved, meet with the academic dean.

However, in some situations and particularly in difficult situations students may feel uncomfortable with face to face encounters. In such cases, the college offers a range of support services. Among these are the Grievance Office (x6891), Access Services (x6348, TTY 360-867-6834), Counseling Center (x6800), First People's Advising (x6467), Housing (x6132), and Sexual Assault Prevention Office (x5221). The Grievance Office can refer you to additional support services.

Academic Honesty: In an academic community we learn from each other. It is important that you acknowledge other people for their ideas, and never pass off someone else's ideas as your own. In written work, always use proper citations. You must not simply copy information without citation, or even rely on cited web data without using library or other media sources. See the Social Contract for more information about plagiarism. Copying and pasting text from a website, or lazily passing off anyone else's writing as your own constitutes **PLAGIARISM** and will be dealt with by giving zero credit for the project and/or the program.

Students may be asked to leave the program. If a student repeatedly disrupts the attempts of others to learn, faculty team members will warn the student that continuation of this behavior will result in his or her dismissal from the program. If the behavior continues, the faculty team will confer and will ask the person to leave the program at once.

Alcohol/Drugs. Any use of alcohol or drugs at a program event will be grounds for immediate dismissal from the program.

Accommodations: Please let your faculty know at the beginning of the quarter if there are any reasonable accommodations that you will need that will be coordinated through the Evergreen's Access Services.

The faculty members have agreed to this covenant by the act of writing it and continuing in the program. Each student recognizes that this covenant expresses the ground rules governing the program and agrees to abide by it by the act of continuing in the program and by signing and dating the Seminar Introduction Form (attached to the syllabus) and returning it to their winter seminar leader.

Faculty: Kristina Ackley, Ph.D., Zoltán Grossman, Ph.D

SEMINAR INTRODUCTION FORM FOR WINTER QUARTER SEMINAR

* Name (please print): _____

* Preferred nickname (if different from your first name): _____

* Standing (circle): Frosh Soph Junior Senior Master's (in _____)

* (Transfer student from: _____)

Evergreen email: _____@evergreen.edu **(check every weekday)**

Other preferred e-mail: _____

Cell/text phone: (_____) _____ Land line: (_____) _____

* Hometown/State: _____

* Reason(s) that you chose or continue with this program: _____

What has been your experience with Native American communities, recent immigrant communities, or other communities of color?

* Topic(s) you're exploring for the winter research project (discuss at Tuesday seminar discussion)

Do you have a valid driver's license for more than 2 years? YES NO

Have you taken Evergreen's van driving training? YES NO

* A "quirky fact" about yourself (for others to remember you by) _____

Any special needs or accommodations that you want your seminar leader to know about:

I hereby recognize that the Covenant (attached) expresses the ground rules governing the *American Frontiers, Homelands, and Empire* program and agree to abide by it by the act of continuing in the program and by signing / dating this page and returning it to faculty.

Student name (printed)

Signature

Date