

AMERICAN FRONTIERS: HOMELANDS AND BORDERLANDS

FALL 2021 SYLLABUS (MORNINGS & AFTERNOONS)

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PROGRAM DESCRIPTION

Students will explore the juxtaposed themes of Borderland and Homeland, Empire and Colony, 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 settler colonialism.

We will study how place and connection are nurtured, re-imagined and interpreted, particularly in Indigenous, Latinx, 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 fall quarter, we will track the historical progression of the frontier across North America and overseas and the territorial and cultural clashes of settler and colonized peoples. 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 Southwest and Northwest) are wrestling today with conflicts over nationhood, cultural identity, 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. In both quarters, students will engage with the material through seminars, lectures, guest speakers, films, workshops, written assignments, and presentations.

The class plans to visit sites (both remotely and in-person) in Washington state where Indigenous, settler, and recent immigrant communities closely interact with each other in conflict and cooperation. We will hear firsthand the life stories of local individuals and communities to understand their narratives of relationality, assimilation, resilience, and survival. We will be looking toward future change and reimaginings (climate crisis, Indigenous sovereignty, immigration, etc.). Students will develop skills in writing, research, synthesizing information, and public speaking.

SCHEDULE

Monday, Tuesday Reading, Writing, Preparation, and film viewing on own.

You can also set up student discussions on your personal zoom.us account.

Wednesday	9:30-11:50	Remote lecture / film
Thursday	9:30-11:50 1:00-3:50	Remote lecture / film / workshop Remote lecture / film / workshop
Friday	9:30-11:20 1:00-3:50	In-Person book seminar & lecture/workshop, Longhouse In-Person book seminar & lecture/workshop, Longhouse

BOOKMARK CANVAS: <https://canvas.evergreen.edu/courses/4452/modules>

Please have a personal account on <http://canvas.evergreen.edu>, including a close-up photo of your face (so we can all recognize each other). You can also access our Canvas page via <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, at least once every weekday!** Please use only your Evergreen address to communicate with faculty.

REQUIRED TEXTS

We will be reading specific chapter excerpts from most of these books, in order of the assignments (see assigned readings in the Schedule). Other discussion readings may be available on the Canvas website.

Limerick, Patricia, *Legacy of Conquest: The Unbroken Past of the American West* (W.W. Norton, 2011).

Anzaldúa, Gloria, *Borderlands / La Frontera: The New Mestiza* (Aunt Lute Books, 2012).

Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America* (Penguin, 2011).

Coté, Charlotte, *Spirits of Our Whaling Ancestors: Revitalizing Makah & Nuu-chah-nulth Traditions* (University of Washington Press, 2010).

Silko, Leslie Marmon, *Yellow Woman and a Beauty of the Spirit* (Simon & Schuster, 1997).

Stephen, Lynn, *Transborder Lives: Indigenous Oaxacans in Mexico, California, and Oregon* (Duke University Press, 2006).

Piatote, Beth. *The Beadworkers* (Counterpoint, 2019).]

CREDIT AND EVALUATION

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

- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than four absences will mean reduced credit; three occasions of tardiness will equal one absence). Please note: attending means not only being present, but offering full attention to the work at hand.
- Completing all assignments by the date due (or making arrangements with faculty in the case of extenuating circumstances)
- If you do the above you will earn full credit for the quarter.
- The maximum credit equivalencies for the program are:
 - 4: Native American and Indigenous Studies: Indigenous History and Policy
 - 4: American Studies: Race, Ethnicity, and Class in the West
 - 4: Human Geography: Cultural and Political Boundaries
 - 4: Immigration Studies: Migration and Indigeneity
- The quality of the work you accomplish will be described in a narrative evaluation. Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation meeting. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

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.

WEEKLY SCHEDULE

WEEK ONE: SEPT. 29, 30, OCT. 1 (Introduction)

Reading: Limerick, *Legacy of Conquest*, Introduction, Ch. 1

- Wednesday 9:30-11:50 First program meeting: Shape of the program and year, themes;
Faculty Intros / introduction to disciplines
Introduction to syllabus, Canvas website, and Zoom
Student names, pronouns, hometowns, quirky fact
DUE: Student Introduction Survey (email to both faculty)
- Thursday 9:30-11:50 Intro to Native Homelands (Z)
Narratives, the Humanities, and the Social Sciences (K)
- Thursday 1:00-3:50 Historical Roots & Contemporary Issues Papers assignment (see syllabus)
Workshop: Paper topics
Geography and Geopolitics (Z)
- Friday 9:30-11:20 Seminar on Limerick, Introduction, Ch. 1
Synthesis Papers assignment
Workshop: Program Agreement
DUE: Seminar Ticket
- Friday 1:00-3:50 Student introductions (bring survey)
Workshop: Mental maps of U.S. regions
Syllabus check (for upcoming weeks)
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WEEK TWO: OCT. 6, 7, 8 (Frontier and Homeland)

Reading: Limerick, *Legacy of Conquest*, Ch. 2, 5, 6, 7, 10

Turner, "The Significance of the Frontier in American History" (1893) on Canvas

- Wednesday 9:30-11:50 Early Encounters (Z)
Who Owns the Past?: Museums and Indigeneity (K)
- Thursday 9:30-11:50 Workshop: Directed reading on Turner's Frontier Thesis
DUE: Academic Statement/Bio
Seminar on Limerick, Ch. 2, 6
- Thursday 1:00-3:50 Individual meetings with Zoltán
(sign up on Canvas for time slot, enter meeting via waiting room)
DUE: Sign-up for topic on Modules (before 1:00 pm)
- Friday 9:30-11:20 Guest: Squaxin Island Museum
Seminar on Limerick, Ch. 10
DUE: Synthesis paper (on weeks 1-2)
- Friday 1:00-3:50 Seminar on Limerick, Ch. 5, 7
Invention of Whiteness (Z)
Syllabus check
MAP QUIZ I: North American Native nations
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WEEK THREE: OCT. 13, 14, 15 (Border Cultures and Foreign Policy)

Readings: Anzaldúa, *Borderland / La Frontera*, Introduction, Preface, Ch. 1, 2, 3;

Gonzalez, *Harvest of Empire*, Introduction, Ch. 3, 5

- Wednesday 9:30-11:50 Film: *Harvest of Empire: A History of Latinos in America* (Juan Gonzalez, 2012, 75 min.) watch in class.
Briefing on Indigenous México and Central America (Z)

- Thursday 9:30-11:50 Guest: María Isabel Morales (Evergreen prof)
Politics of Indigenous Sovereignty & Settler Colonialism (K)
- Thursday 1:00-3:50 Film: *Chicano: Quest for a Homeland* (Hector Galan, 1996, 52 min.)
Watch film on own or in class (link in Modules), join discussion at 2:05
Workshop: Questions on *Chicano*
- Friday 9:30-11:20 Seminar on Anzaldúa, Introduction, Preface, Ch. 1, 2, 3
Film & poem: "I Am Joaquín" (Rodolfo "Corky" Gonzales)
DUE: Seminar Ticket
- Friday 1:00-3:50 Seminar on Gonzalez, Introduction, Ch. 3, 5
DUE: Abstract for final project (200-250 words, with at least 3 sources;
post in Canvas Assignments (as doc, docx or pdf) and hand in printed copy
Workshop: Writing and citations for research papers
Syllabus check

WEEK FOUR: OCT. 20, 21, 22 (Resistance to Assimilation)

Readings: Coté, *Spirits of Our Whaling Ancestors*, Introduction, Ch. 1, 2;
Gonzalez, *Harvest of Empire*, Ch. 8, 11, 13

- Wednesday 9:30-11:50 Northwest Treaty Rights (Z)
Early 20th-century Native history (K)
- Thursday 9:30-11:50 Film: *Usual and Accustomed Places* (Sandra Osawa, 2002, 48 min.)
Watch film on own or in class (link in Modules), join discussion at 10:35.
Removal and Assimilation (Z)
- Thursday 1:00-3:50 Tribal sovereignty and Indigenous lands (Z)
Workshop: Writing clarity
- Friday 9:30-11:20 Seminar on Coté, Introduction, Ch. 1, 2
DUE: Synthesis paper (weeks 3-4)
- Friday 1:00-3:50 Seminar on Gonzalez, Ch. 8, 11, 13
Workshop: Sharing topics
Syllabus check
MAP QUIZ II: Western Washington Tribes

WEEK FIVE: OCT. 27, 28, 29 (Stories and Sacred Places)

Reading: Silko, *Yellow Woman a Beauty of the Spirit*, pp. 13-47, 60-79, 100-134, 149-154

- Wednesday 9:30-11:50 Late 20th-century Native history (Z)
Gender and Narrative (K)
DUE: Mid-Quarter Checklist
- Thursday 9:30-11:50 Film: *In the Light of Reverence* (Chris McLeod / Malinda Maynor, 2001, 73 min)
Watch on own or in in class; join discussion at 10:50.
Revitalizing Traditions (Z)
- Thursday 1:00-3:50 Sacred Sites (Z)
Workshop: Water bottling project
- Friday 9:30-11:20 Seminar on Silko, pp. 13-47, 60-79, 100-134, 149-154
DUE: Seminar Ticket
- Friday 1:00-3:50 **DUE: Final Project Part I** (*historical roots*)
Post in Canvas Assignments (as doc, docx or pdf) and bring TWO printed copies

(follow Checklist for Written Work at end of syllabus)
Workshop: Peer and faculty feedback
Syllabus check

WEEK SIX: NOV. 3, 4, 5 (Indigeneity and Immigration)

Readings: Anzaldúa, *Borderland / La Frontera*, Ch. 4, 5, 6, 7;
Stephen, *Transborder Lives*, Preface, Ch. 1, 2, 3, 5

- Wednesday 9:30-11:50 Indigenous-Immigrant Intersections (Z)
Audio: Reservations (Maria Hinojosa, Latino USA / NW Public Radio, 2016) on Indigenous and Mexicans living on Yamaka Nation, central WA.
- Thursday 9:30-11:50 Film: *Crossing Arizona* (Joseph Matthew / Dan DeVivo, 2006, 95 min.); watch online (link in Modules) or in class, join discussion at 11:15
- Thursday 1:00-3:50 Film: *Cuando una Mujer Avanza - Mare Advertencia Lirika* (manovuelta, 2012, 34 min.); watch film on own (link in Modules) or in class, join discussion at 1:45. Geographies of Migration and Borderlands (Z)
- Friday 9:30-11:20 Seminar on Anzaldúa, Ch. 4, 5, 6, 7
DUE: Synthesis paper (weeks 5-6)
- Friday 1:00-3:50 Seminar on Stephen, Preface, Ch. 1, 2, 3, 5
Film clips: *Echando Raíces / Taking Root* (Rachael Kamel / J.T. Takagi, 2002)
MAP QUIZ III: Southwest Tribes
Syllabus check
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WEEK SEVEN: NOV. 10, 12 (Cultural Resilience and Intersections)

Reading: Piatote, *The Beadworkers*, pp. 3-79, 105-133

- Wednesday 9:30-11:50 Art and Knowledge as Captive, Not Lost (K)
Cultural Mixing and Cooperation (Z)
- Thursday 9:30-11:50 **No class** (Veterans' Day)
- Thursday 1:00-3:50 **Optional:** Zoltán available for appointments (sign up for slot in Modules)
- Friday 9:30-11:20 Seminar on Piatote, pp. 3-79, 105-133
Due: Seminar Ticket
- Friday 1:00-3:50 **DUE: Final Project Part II** (*contemporary issue*)
Post in Canvas Assignments (as doc, docx or pdf) and bring TWO printed copies (follow Checklist for Written Work at end of syllabus)
Workshop: Peer and faculty feedback
Syllabus check

WEEK EIGHT: NOV. 17, 18, 19 (Indigenous Foods, Lands, and Ethics)

Readings: Coté, *Spirits of Our Whaling Ancestors*, Ch. 3, 7;
Stephen, *Transborder Lives*, Ch. 6, 7, 8, 9

- Wednesday 10:00-11:50 **Field trip to downtown Olympia; meet no later than 10:00 at Olympia-Rafah Solidarity Mural at Capitol Way and State Ave.**
Bring hat and raingear in case of rain.
- Thursday 9:30-11:50 Native Food Sovereignty (K)
Native Food Movements (Z)
- Thursday 1:00-3:50 Film: *The Demarest Factor: U.S. Military Mapping of Indigenous Communities in Oaxaca* (El Enemigo Común, 2012, 54 min.), watch on own (link in Modules), join discussion at 2:05.
The Global War on Tribes, and Research Ethics in Geography (Z)
- Friday 9:30-11:20 Seminar on Coté, Ch. 3, 7
DUE: Synthesis paper (weeks 7-8)
- Friday 1:00-3:20 Seminar on Stephen, Ch. 6, 7, 8, 9
Syllabus check
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WEEK NINE: DEC. 1, 2, 3 (Taking Back the Water)

- Wednesday 9:30-11:50 Workshop: Powerpoint development
Tour of Southwest Tribes and Homelands (Z)
- Thursday 9:30-11:50 Guest: Maria Trevizo (wellness educator; Tigua / Mexican: descendant of Ysleta del Sur Pueblo of El Paso, Texas & Purépecha of Michoacán, Mexico).
Workshop: Poetry from Anzaldúa's *Borderlands / La Frontera*
- Thursday 1:00-3:50 Film: *Maquilápolis* (Vicky Funari / Sergio de la Torre, 2006) online (68 min.)
Watch film on own (link in Modules), join discussion at 2:20
- Friday 9:30-11:20 Workshop: Presentation panels meet, discuss crosscutting panel themes,
choose chair, presentation titles, order
Workshop: Self-evaluations and summative discussion (think of ah-ha moments)
- Friday 1:00-3:20 **DUE: Final Project 1 & 2 Combined** (final historical and contemporary papers
together with single bibliography)
Film: *Milagro Beanfield War* (Robert Redford, 1998, 117 min.), in class
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WEEK TEN: DEC. 9, 10 (Presentations & Summative Discussion)

Post presentations on Canvas by 6 pm night before your presentation. Attendance required.

- Thursday 9:30-11:50 Student presentations remote
- Friday 9:30-11:20 Student presentations in-person
- Friday 1:00-3:20 Student presentations in-person.
DUE: Final Checklist, Self-Evaluation Draft

WEEK 11: EVALUATIONS

Required evaluation conferences will be scheduled early this week; sign up for slot in Modules. *Bring your notebook and all papers to the online eval meeting.*

DUE: Both Self-Evaluation and Faculty Eval on my.evergreen.edu after your Week 11 eval meeting.

ASSIGNMENTS

1) ACADEMIC STATEMENT or Biography: Incoming students to Evergreen are required to write an Academic Statement about their college education and perspective. If you don't have such an Academic Statement, please prepare a short biography for yourself. We will be working with them in buddy groups of two on Friday Week 1 seminar. Post after class on Canvas.

Due Thursday, October 7

2.) SYNTHESIS PAPERS (due weeks 2, 4, 6 and 8). We will have a single biweekly paper (every two weeks) of at least 2-4 full pages (double-spaced), 500-1,000 words, that draws from and synthesizes readings from *both the previous and present weeks*, summarizes their themes (what the author was trying to say), and relates them to other material in class in those two weeks (lecture, film, discussion). This assignment is to get you to show your engagement with the readings, but also to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from all parts of the two-week period to provide evidence for your analysis.

The purpose of synthesis papers is to provide verification that you have done the reading, to prepare you for seminar discussion, and to help you improve your critical thinking. Faculty will review papers and give feedback based on the rubric below. Feedback will be given within a week when the paper is submitted on Canvas on the due date.

Proficient: Student has focused well on specific excerpts or concepts from the book(s) that are 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 is not less than 400 or more than 750 words.

Getting There – Meets Minimum Requirements: Student focuses on an excerpt that speaks to a larger issue in the book(s) 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.

Beginning – Not Yet: Student chooses an excerpt that is representative of only a narrow issue of the book(s) 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 400) or too many (more than 1,000). There are deficiencies in language and sentence structure that result in a lack of clarity and interfere with meaning.

All papers are due on Friday morning pasted on our Canvas site in the biweekly synthesis paper discussion. You should bring a draft to your Friday morning seminar, so you can discuss it, and you can make and changes or additions and post it on Canvas *by the end of Friday at midnight*. To receive credit, the papers must include (and faculty will consider in awarding credit):

1. A quote, fact, or concept from *the previous week's* reading(s) in Friday Seminar.
 2. A quote, fact, or concept from *this week's* reading(s) in Friday Seminar.
 3. Another aspect of the class in the same 2 weeks, such as lecture, film, guest, discussion, etc.
 4. A sense of synthesis (interweaving / integration) of these observations into a coherent whole.
- The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback.

Skills emphasized: Writing, Reading, and Analysis

2.) SEMINAR TICKETS (due weeks 1, 3, 5, and 7): On the morning sessions that students do not hand in a synthesis paper, students will complete a "seminar ticket." In order to prepare for discussion, students will identify one quote from the reading that they find interesting and would like to discuss with the rest of the seminar group. Students will type the quote and include the page number. Students should then compose at least two questions that draws on that week's readings and include that in seminar ticket.

You will post seminar tickets to the online discussion (in order to participate in peer learning) and to the assignment for that week.

Skills emphasized: Reading and Analysis

3.) ONLINE RESPONSES. In order to facilitate community-building and peer learning, students will weekly post papers and respond to their classmates' work online on the class Canvas website. **You will respond to at least one other student after the Friday seminar, but by the end of Monday of the following week.** The submission of papers online is a crucial way to build a learning community and to engage in peer-based learning. Sharing your own paper and reading what other students have written builds writing, analytical, and critical thinking skills. In the rare circumstance that students need to miss a seminar, they will be required to read and respond to multiple student posts. Students will gain knowledge of the different ways students interpret texts, gain familiarity with different writing styles, and engage in asynchronous communication.

Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively.

4.) SEMINAR PARTICIPATION. All students must be prepared and ready to contribute to the discussion, starting by **making sure you have a copy of the reading with you.** You must have your book, e-book, or a print out of any .pdf that is available on Canvas. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students will work with the text in small groups on Zoom after the faculty have presented information for students to consider. You will receive a rubric that discusses seminar skills and development.

Skills emphasized: Participate collaboratively and responsibly; respond creatively and effectively; Learning across significant differences

5). MAP QUIZZES. There will be three short quizzes based on map skills. They will locate some of the nations and reservations discussed in the program. A Map Study Guide is at the top of Modules. The map quizzes will merely involve matching letters to the locations (no spelling is involved).

Friday, Oct. 8: North American Native Nations

Friday, Oct. 22: Western Washington Reservations

Friday, Nov. 5: Southwest Tribes

6) FINAL PRESENTATION. To emphasize skill building in communicating creatively and effectively, students will do an 8-10 minute presentation during week 10. Students can present on a topic connected to program themes and workshops. Students will receive a separate handout listing the expectations.

Skills emphasized: Public speaking; personal engagement; integrative, independent, critical thinking; working collaboratively

6.) "HISTORICAL ROOTS OF THE PRESENT" PROJECT. The Final Project will consist of two 3-5-page research papers (double-spaced), or 750-1,250 words, described in a visual presentation in Week 10. The Project will center on a recent issue or controversy, and trace back the roots of the issue to see the historical legacy of past conflicts.

In their **Topic Selection**, students will in Week 2 select a specific present-day topic, set in a particular place, that relate to Indigenous nations/communities or Latinx presence or immigration (or a combination of the two). The topic may be inspired by program readings, lectures, or contemporary issues.

An **Abstract** (or summary of the two papers), due in Week 3, summarizes the narrative told together by the historical and contemporary papers in 200-250 words, with at least three substantial sources listed.

In **Project Paper I (historical roots)**, due in Week 5, students will examine the historical imprint of "frontier" processes on the present-day homeland/borderland issues. You will examine past history which laid the groundwork for conflict or cooperation. For example, in research on the Yakama Nation, you might look at the colonization of tribal lands, the creation of a reservation, and the fight for treaty rights. In research on the Southwest border, you might look at the origins of immigration policies. Unlike the synthesis papers, **all project papers will be turned in on Canvas as an attachment in Assignments, as a .doc, .docx, or .pdf.** For faculty filing purposes, please have your filename be your Last name, First initial, then Paper1, Paper2, and Paper3 as in: ChappelleDPaper2.

In **Project Paper II (contemporary issue)**, due in Week 7, students will examine and discuss this selected issue in contemporary times. What does it currently look like? Who is impacted by this issue?

What are the sociopolitical, cultural, or economic consequences/contexts of the issue? The research in both papers will be factual and fully cited, not simply offering vague opinions (see the handout on “Research Papers Are Not Editorials”). They will have *at least* three text sources and three web-based sources cited in the Bibliography for each paper.

In the **Final Combined Draft**, due in Week 9 (as Paper3), students will combine both 3-5 page papers, after they are edited by faculty, for a total of 6-10 pages (not counting the Bibliography). The papers will together show how these historic issues did not end with Turner’s claim of a closed frontier, and that border-creating and empire-building persists to the present day. We’ll have a workshop on APA citation/bibliography; handouts and links are also in Modules.

In the **Presentations** in Week 10, each student will present a PowerPoint or PDF for 8-10 minutes, as part of a thematic panel, 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.” There will be a handout and workshop in Week 9 on PowerPoint development. By 6:00 pm the night before your presentation, you have to load your .ppt, .pptx, or .pdf—no other program—in your Week 10 Canvas panel group. *All students are required to attend all other student presentations.*

Wednesday, October 7 (week 2): Topics assigned / chosen.

Friday, October 15 (week 3): Abstract of Final Project

Friday, October 29 (week 5): Project Part I: Historical Roots

Friday, November 12 (week 7): Project Part II: Contemporary Issue

Friday, December 3 (week 9): Combined Projects Parts I & II; Panels meet to plan presentations.

Dec. 8-10: Presentations to class (must load .ppt, .pptx, or .pdf—no other program—on Canvas 6 pm before your presentation date, and *attend all other student presentations*).

7.) NOTETAKING. 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. You will be showing faculty your notebook in mid-quarter meetings and your end-of-quarter evaluation meeting. Many lecture notes and powerpoints will be made available ahead of class, so you can download them, or print them off if you are able (using Handouts- 3 pages print-out selection in powerpoint) and take notes on additional information from the lecture.

8.) CHECKLISTS AND EVALUATIONS. Students will be reporting the progress of their work with Mid-Quarter and Final Checklists, and writing a self-evaluation and faculty evaluation (of their one seminar faculty) at the end of the quarter.

Wednesday, October 27: Mid-quarter Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted

Friday, December 10: Final Checklist, Self-Evaluation draft (email both to faculty before meeting), and Evaluation of your Seminar Faculty (optional to submit faculty eval on Canvas before meeting).

Both the Self-Evaluation and Faculty Eval are due on my.evergreen.edu after your Week 11 eval meeting.

IN-PERSON ATTENDANCE

Health and well-being are central to student success, and at Evergreen we are committed to creating and maintaining a learning and working environment that is healthy, accessible, and equitable. Evergreen has adopted a vaccination requirement and a masking requirement to ensure maximum opportunities are available on campus as conditions allow.

Vaccine Requirement: All students, faculty, and staff who come to campus are required to be vaccinated (or have an approved medical or religious exemption on file). Students and employees with an approved exemption and accommodation must always follow the guidelines of that accommodation. Go to <https://my.evergreen.edu> and click on “Vaccine Forms and Upload.”

Mask Requirement: Students, faculty and staff are currently required to wear masks in all buildings regardless of vaccination status. This includes all public and common areas, such as lobbies, hallways, stairways, restrooms, elevators, and in shared vehicles. If you do not have a mask, dispensers are available at building entrances. For the purposes of this policy, a face covering must:

- Fit snugly against the sides of the face
- Completely cover the nose and mouth
- Be secured with ties, ear loops, elastic bands, or other equally effective methods

- Include at least two layers of material
- Allow for breathing without restriction
- Be a disposable medical mask, N95 or KN95 mask, or capable of being laundered and machine-dried without damage or change to shape (if made with fabric)
- Be free of holes, tears or valves that have the potential to release respiratory droplets.

Students are required to follow this policy at all times when onsite or when participating in in-person activity, including following any posted requirements in specific buildings and spaces. If a student refuses to comply with the policy, the student will be asked to leave the space and a report will be submitted to the Evergreen COVID-19 health and safety team, which will work with Evergreen's compliance team. The compliance team has the authority to take immediate action to reduce risk to others on campus. Students are not to return to class until they have successfully engaged with the compliance team and are permitted to return.

Safety Training. All faculty, staff, and students are required to complete Evergreen's safety training by October 1, 2021. It may be found at <https://my.evergreen.edu>.

Any program/class member who feels ill with headache, excessive fatigue, fever, coughing, congestion, or other symptoms should stay home, notify the faculty, and submit a Health Verification Form (in <https://my.evergreen.edu>). Faculty will provide you with guidance on continuing your academic work and the College's COVID team will provide direction on managing your health risks.

If you have questions or concerns please contact your faculty. If you wish to report a covid safety issue contact covid@evergreen.edu.

CHECKLIST FOR WRITTEN WORK

For synthesis papers

- Week number (or short title of week's reading).
- Title of your paper (your synthesis theme).
- Write and save papers outside of Canvas (which can freeze or lose text).
- Paper posted on Canvas (copy and paste text; do *NOT* attach papers).
- Check post on Canvas and edit if necessary.
- Draft of reading brought to Friday morning seminar; posted on Canvas by Friday midnight.
- Respond to at least one other student by Tuesday.

For research project papers

- Your title, name, and date, on a title page, in APA format.
- Text in 12-point, double-spaced text
- Quotations over three lines long are single-spaced & indented.
- Quotations or concepts cited with page number(s)
(use APA format; see <https://owl.english.purdue.edu/> for guidelines).
- Page numbers inserted (necessary for discussion).
- *Attach* as .doc, .docx, or .pdf ONLY (NOT .pages or any other program)
- Name file with LastName / paper number (Ackley2.pdf for second paper)