

## Summer 2015 AIS 340: The Health and Wealth of Native Nations

### Session A, PAB 109B, M-Th 11:50 AM-1PM



**Instructor: Dian L. Million, PhD**//Office: Padelford C-514:// Office Hours: Immediately after class or by appointment. **My email address is: dianm@u.washington.edu.** Please email me if you have any problem or question.

#### What is this class about?

"Many Indian people throughout the Americas say that a rich person is one who has many relatives. This philosophy epitomizes the Indian world: An Indigenous person always positions himself or herself in a nexus of kin relations."

What are the relationships between American Indian, Alaska Native and Canadian First Nations peoples, their families, their lands and their traditional economies? How were/are these holistic economies related to their cultural, physical/mental, and economic health even today? How have Native peoples perceived their own definitions of family, of community, and of health? Today many of these life ways are considered models for humans sustainably living with "place" rather than just "off the land." Native individuals and families articulate and seek revitalized cultural and political nationhood in North America. What is the potential of such a movement? Together we explore and discuss these exciting and unique viewpoints on family, on "wealth", on health and on what it means to honor relations, relations that expand the meaning of our humanity.

#### Hybrid and Multimedia

**Hybrid:** Hybrid means that you are required to do coursework online using Canvas modules that will prepare you take part in the face-to-face activities in the classroom. **You are required to take part both in in-class activities and in online activities.** Many resources will be available to you online including this syllabus, links to requirements and resources to be successful in your class.

**Texts, and online media:** Your assignments are based on a variety of materials provided on our Canvas site. **Students will need to have regular and reliable access to a computer with the capability to access websites with graphics, and stream video.** If you do not own a reliable computer use those made available in almost any campus library. Each week is a contained unit with specific goals, and criteria based materials and exercises organized for that unit, that you can review as you need to. **All required reading is in PDF provided on our Canvas site.** Links to other sites and graphic information such as maps and statistics (in PDF files) will be available online. I will discuss Canvas navigation with you early and continuously throughout the quarter if needed. You will need to become familiar with the way Canvas is used in our class to work effectively this quarter. Need accessibility assistance? Please let me know so we help you early.

## Required Assignments

### Graded: 200 points

- A. Online reading responses (points) variable points: accumulative: 85 points:** Answer reading questions posted on our CANVAS website. This assignment helps prepare you for in-class discussion and allows you to express your thinking on readings, lectures, films, and events sometimes critically and sometimes subjectively. **Responses are due by 10AM on the day of class.** Responses are based on the content, and materials that are assigned online for you to read, view or listen to. Over the session there will be 13 of these. They require a variety of response ranging from T/F questions to short response (150 words on average). Some will be linked to graded in-class discussions. You will be able to view and change your responses until you get the maximum amount of points offered if they are T/F or multiple choice—up until the response closes. **Most will be worth 5 points. Some will carry more points. In addition I will provide some extra responses on films, events, and other materials as opportunities for extra points in class.**
- B. In-Class Group Discussion and Participation: 100 Points: Discuss or complete activities organized around the online reading, videos, and audio content.** I will be organizing you into small groups over the next five weeks—mostly random groups. Small groups give people a chance to think aloud in a smaller setting and to speak informally—making large group discussion more possible. **Discussion is the heart of this class.** I take your participation seriously. There may be some in-class writing. No points are given for in-class writing or extra point activities without your presence on the day these are offered or assigned. **Participation:** An attendance sheet is provided so you can sign in. Note: You will be expected to participate fully in **all scheduled classes. There are 19 scheduled days of class in Summer Session A. You will be responsible for coming 15 days of this class (by sign-in and headcount).** Absences over four days of class in this session will result

in having 5 points subtracted from your grade every day you are absent over the limit.

C. **Self-Evaluation (Survey, 15 points)** Instructions will be provided online.

### How To Pass This Class

- **Cell Phone policy:** Participation also means being present re your attention. You can use a computer or an iPad in class. You can use your smartphone to read or access web materials. **Don't text or socially talk on phone during discussions.** If I observe you texting or otherwise non-attentive in a discussion—I may ask you to leave for the day. I will count you absent if I have to do this—so, please use your phones wisely. If you have an emergency ask to be excused to make or take an important phone call. **I will give you a five (5) minute break after approximately one hour of class—that is the appropriate time to check your messages, etc.**
- **Care about the class. Participate fully—Be prepared for class and BE here.** The best way to do that is by finishing your online responses and coming most of the days in the session. **Participate by interacting with classmates fully and with respect.**

### Access and Accommodations:

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. If you have not yet established services through DRS, but have a temporary or permanent disability that requires accommodations (this can include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu)

### Contact Us!

011 Mary Gates  
Box 352808  
Seattle, WA 98195-2808  
[uwdrs@uw.edu](mailto:uwdrs@uw.edu)  
206-543-8924 (Voice) 206-543-8925 (TTY)  
206-616-8379 (Fax)