

University of Wisconsin-Milwaukee
Anishinaabebiiige: Archival to Contemporary Writing
370 Section 001 – 3 CR
Schedule: 2 – 75 min. meetings

Instructor: Margaret Noodin
Email: noodin@uwm.edu
Office: 576 Curtin Hall
Office Hours: Mon – Thurs 9 am - noon

Course Description

This course is designed to offer proficient speakers of Anishinaabemowin an introduction to researching, reading and creating archival material. Students will look at texts from each century beginning with the 1600s and moving into the present. Theories of language change, translation and knowledge production will be emphasized as students use primary sources for research culminating in a project that will be archived. All conversations in class will be held in Anishinaabemowin.

Prerequisites: Proficiency in Anishinaabemowin (see AIS 151 – AIS 252 or meet with instructor for approval).

Open to Undergraduate and Graduate students.

Required Texts

1. Texts available free on D2L: (others will be added as identified and needed)
 - a. The Jesuit Relations and Allied Documents: Travels and Explorations of the Jesuit Missionaries in New France 1610—1791
 - b. The Voyages of Radisson 1684
 - c. Ogimaamitgwaakiing – Simon Pokagon – 1898, reprinted 2010
 - d. Wiigwaasijiimaan: The Birchbark Canoe. Bemidji, Minn.: Indian Studies Program, Bemidji State University, 1979.
 - e. Maawanji'iding Gathering together : Ojibwe histories & narratives from Wisconsin.
 - f. Jane Johnston Schoolcraft's Sentimental Lessons: Native Literary Collaboration and Resistance by Cavalier, Christine R in Multi-Ethnic Literature of the United States, 2013, Vol. 38(1), pp.98-118
 - g. The traditional history and characteristic sketches of the Ojibway nation by George Copway
2. Texts to be purchased by students:
 - a. Naawigiizis: The Memories of Center of the Moon Paperback by Jim Clark 2002

Objectives for this course are:

- 1) For you to explore the range of historical Anishinaabe texts.
- 2) For you to consider the social significance of translation and language preservation.
- 3) For you to learn more about archival preservation and language revitalization.
- 4) To create an archival resource related both to your own scholarship and Anishinaabemowin.

Grading:

Grading percentages:

In-class Work	15%
Home Work	15%
Midterm Essay	20%
Final Essay	20%
Final Archival Project	30%

Grading scale:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	63-66
		B-	80-82	C-	70-72	D-	60-62

Points will be given for the following:

1. Daily participation in class (students will be expected to use Anishinaabemowin in class)
 2. Completion of homework related to readings
 3. Midterm and Final essays summarizing critical thinking on the topics presented. Essays will need to be written in Anishinaabemowin.
 4. Final Archival Project
- Participation and attendance are important. Be sure to come on time each day when you arrive. Missed classes cannot be made up. In the event of unforeseen issues related to attendance, please contact me.
 - Journals should record your progress and expectations for the class, the language and yourself.
 - Critical Essays and Projects will be summative and creative. They should demonstrate how you are using Anishinaabemowin in a new way.

UWM Addendums:

1. You should always feel free to ask for more information after class or during office hours and as the student, you are the center of our work, please be assured we want you to learn and like doing it! At the end of this course you will be given an opportunity to evaluate the course and instructor. It is your feedback during the class and after that will improve future classes or ensure that this class is offered again.
2. Providing access to a diverse student population is imbedded in the philosophy of UWM. We recognize disability as an aspect of diversity that is integral to society and to the campus community. To this end, SAC collaborates with students, faculty and staff to create an equitable and inclusive learning environment. We promote and facilitate awareness and access through training, partnerships, innovative programs and accommodations. SAC is available to provide training to departments and individuals as requested. For more information, contact the Student Accessibility Center at 229-6287 or Laurie Petersen at 414-229-5822 or lauriep@uwm.edu.
3. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. UWM remains steadfastly committed to the principles of academic freedom and to the ideal that the “fearless sifting and winnowing by which alone the truth can be found” is the core feature of an institution of higher education. This steadfast commitment requires an equally strong obligation to foster respect for the dignity and worth of each person.
4. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cell phone, texting, Facebooking, or talking while others are speaking. We appreciate your respect, attention and full participation during class because learning a language is difficult and we want to give you the best opportunity possible to succeed.
5. Accommodations will be made for absences due to religious observance and call to military duty. Please let me know in advance if you are unable to attend class for religious or military reasons.
6. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. A course marked incomplete must be completed during the next succeeding semester, excluding summer sessions and UWinterim. If the student does not remove the incomplete during this period, the report of “I” will lapse to “F”.
7. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

8. Students may direct complaints to the head of the academic unit or department in which the complaint occurs.
9. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides.
10. For a complete statement of University policies on disabilities, incompletes, and other relevant issues, visit <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>
11. Credit Hours

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

In this traditional, or face-to-face course, you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

Notes

- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.

Syllabus - All conversations in class will be held in Anishinaabemowin.

Wk 1 Tues Topic – Overview of Existing and Imagined Anishinaabe Archives

Thurs Topic – Indigenous Perspectives on Knowledge Production

Wk 2 Tues Topic – Baraga Bible

Thurs Topic- Baraga Dictionary

Wk 3 Tues Topic – Peter Jones Translations

Thurs Topic- Peter Jones Original Works

Wk 4 Tues Topic – Orthography – Fiero Double-vowel and other Roman Alphabets

Thurs Topic- Orthography – Syllabics – Ojibwe and Oji-Cree Variation

Wk 5 Tues Topic – Travel Narratives – George Henry

Thurs Topic- Late Life “Shaman” Documents

Wk 6 Tues Topic – Translation Theory from an Anishinaabe Perspectives

Thurs Topic- Mixed-Blood and Communal Translations

Midterm Essay Due

Wk 7 Tues Topic – Jane Johnston Schoolcraft as Editor

Thurs Topic – Charlotte and John Johnston Archives

Wk 8 Tues Topic – Once Removed – Transcription as Translation

Thurs Topic – The “Translation” Example of Noonday and Meeker

Wk 9 Tues Topic – Epistolary Examples - Schoolcraft

Thurs Topic – Epistolary Examples – Charles Allen

Wk 10 Tues Topics - Anishinaabe Oral Stories Recorded

Thurs Topic – Anishinaabe Literature

Wk 11 Tues Topic - Anishinaabe Poetry

Thurs Topic – Translation of Classics into Anishinaabemowin

Wk 12 Tues Topic – Anishinaabe Performance – 1930s Hiawatha in Anishinaabemowin

Thurs Topic – Anishinaabe Performance – 1990s DIbaajimojing Theatre

Final Essay Due

Wk 13 Tues Topic – Language in Three Dimensions – Word in Art

Thurs Topic – Anishinaabe Art as Activism

Wk 14 Tues Topic – Digital Archiving Examples and Protocol

Thurs Topic – Connecting Catalogues Private, Public and Tribal

Wk 15 – Tues and Thurs will be spent sharing student portfolios and talking about next steps in Anishinaabemowin Revitalization.

Final Archival Project Due