

**YEE P'AY GYAH MAW TAME AIM**  
**INST 2883: Kiowa Clemente Course in the Humanities**  
**University of Science and Arts of Oklahoma**  
**Spring 2023 Syllabus**  
**Thursdays 6:30 – 8:30**

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**Faculty Contacts:**

**Rachel Jackson (405) 205-6048**

**Elder Instructor:**

**Dorothy Whitehorse DeLaune (405) 638-2593**

**Mission**

The mission of the USAO Kiowa Clemente Course is to offer a cross-cultural, introductory Liberal Arts course for members of the Kiowa tribe that aims first at preserving Kiowa language and cultural knowledge among members of the tribal community. This course also promotes academic interest, particularly in Native Studies, by introducing students to a higher education environment and encouraging the development of strategies and behavior conducive to academic success.

The course raises the enduring, fundamental questions that characterize the Humanities disciplines. Classes will seek to encourage both student and faculty insight into Kiowa perspectives on various topics, prioritizing Kiowa language, culture, history, traditions, stories, songs, and experience.

As a college course, the class empowers students to think critically, to play a fuller role as active tribal and community members, and to pass on cultural knowledge and tribal perspectives on critical issues to other members of the surrounding communities. Student readings and reflective writings, and class discussions on selected topics will cross several academic fields in the humanities. These fields are: Art & Music; History; Philosophy; Literature; and Law. The Instructors and Kiowa elders will work together to guide students through readings, reflective writing exercises, Kiowa oral tradition and tribal practices, and other resources. Student perspectives and voices will always be honored as an important part of class content and discussion.

Finally, the class supports the [kiowatalk.org](http://kiowatalk.org) website. [kiowatalk.org](http://kiowatalk.org) is a living archive housed online that includes videos featuring language, stories, and songs to help both students and website visitors learn more about Kiowa culture. Students will help develop content for the website project as part of their participation in class.

**Language Aspect**

Throughout this course, the study of Kiowa culture and tradition will be interwoven with Kiowa language practice. Language lessons are led by Dorothy Whitehorse DeLaune. Each class will include instruction in and practice with spoken Kiowa using the writing method of Alecia Keahbone Gonzales in her book *Thaum Khoiye Tdoen Gyah: Beginning Kiowa Language*. Language practice includes speaking, singing, and conversational skits.

**Cultural Aspect**

Each class night includes cultural discussions. Language practice and reading assignments will also be covered in class each week. Because the course design honors Kiowa teaching practices and is elder-led, often our class discussions will pivot from the course calendar. Many times our Kiowa elder, Dorothy Whitehorse DeLaune, and students in the course will raise questions that direct our conversation in unforeseen directions. This pattern results from the ways in which Kiowa elders have traditionally taught younger generations. It is far more spontaneous and discussion-based than

western educational models. Student interest and community input is a crucial factor in designing the class. If there is a topic students would like to discuss, we generally make room for it in the class.

Outside of this and as we are able, we will be discussing readings dealing with Kiowa culture, law & status practices, history, and philosophy. We typically also plan at least one optional trip to visit cultural sites during the semester.

Finally, as suggested by the Kiowa Elders who helped design this course when it first began over twenty years ago, we begin and end each class with a prayer to honor traditional Kiowa practice. Individuals will be asked to pray according to this tradition as well – most usually older Kiowa men.

### **Enrollment**

As part of its ongoing commitment to the Native community around campus, USAO offers free college credit for students who are not already enrolled in regular courses on the USAO campus.

Each semester is worth three hours of 2000-level (sophomore-level) Indian Studies credit, up to a total of six hours (three hours x two semesters). Enrollment forms will be distributed the first night of class only. Community members not interested in enrolling for the course credit may also attend class without being obligated to fulfill course requirements.

### **Class Design**

Each week, class will be organized as follows:

6:30 – 6:45 p.m.: Prayer, meal, and conversation.

6:45 – 8:00 p.m.: Language practice and/or reading discussion following on the course calendar.

8:00 – 8:10 p.m.: Break

8:10 – 8:30 p.m.: Language practice and/or reading discussion following on the course calendar.

In order to make the most of our time together, we encourage everyone in the zoom room to arrive prior to 6:30 p.m. and be ready to start on time. At the same time, please be patient with technology as the course instructors coordinate from different locations.

### **Course Video-Recording**

The course will be filmed via zoom to preserve in a video archive accessible to the public.

### **Required Materials**

#### **To be provided by students:**

- A notebook within which to keep class notes, reflective writing assignments and course handouts.

#### **To be provided to students:**

- Gonzales, Alecia. *Thaum Khoiye Tdoen Gyah: Beginning Kiowa Language*.
  - We ask any students who already have copies of the text or who can purchase them to please use them in class. Otherwise, photocopies or electronic scanned copies from the book will be distributed in class. Copies of the book are available at the

USAO Campus Bookstore. The book costs approximately \$30.00. A few books are available for sale at the class site. Please see the Instructor.

- Photocopies or electronic scanned copies of ethnologist Elsie Clews Parker's *Kiowa Tales* (1929) will be distributed in class.
- Photocopies of other various assigned readings may be handed out throughout the semester. Students may feel free to share electronic documents relevant to discussion with the class.
- Additionally, transcribed and translated notes in Kiowa and English will be kept by the Instructor in class and distributed after class for review and language practice.

### **Grading**

The final grade for students who enroll for college credit is based on the following breakdown of points:

Attendance	20% (20 points)
Questions	40% (40 points)
Preparation (Language Practice & Reading Assignments)	20% (20 points)
Participation (Class Conversations)	20% (20 points)
TOTAL	100% (100 points)

### **Attendance Policy and Classroom Environment**

Enrolled students are expected to attend 85% of the class sessions, which means they should miss no more than three classes throughout the course of the semester. Tardies are understandable on occasion, but enrolled students are expected to arrive before class and be prepared to start on time.

We hope to foster a friendly atmosphere in the class so that everyone feels welcome to join in the conversation, ask questions, share insights, and practice the language. Enrolled students are expected to participate in class activities and discussions in order to pass the class.

### **Kiowa Oral Tradition, Language, and Differing Perspectives:**

Kiowa language and stories differ across the different locations in the KCA reservation. Each family's versions are valuable to the perseverance of tribal culture and knowledge, and will be welcomed and respected in this class.

### **Notice**

If you are enrolled in this class, and are not enrolled in any other courses on the USAO campus, you should not receive a bill for the Kiowa Clemente Course. If this is your situation and you receive a bill, please notify Rachel Jackson the Office of Academic Affairs at USAO, so the campus can correct the situation.

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## KIOWA CLEMENTE COURSE CALENDAR

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### WEEK ONE

January 12th: Discuss syllabus; Introductions; Course Enrollment

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### WEEK TWO

January 19th: Review of basic sounds – pp. 26 - 34 of *Beginning Kiowa Language*; Introductions and contact information collection.

**Reminder:** Remember you can use [kiowatalk.org](http://kiowatalk.org) to review the basic sounds and practice the language.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, “Split Boys,” “The Flood and Spider Old Woman,” and “Star Girl,” pp. 1 – 11.

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### WEEK THREE

January 26th: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, “Split Boys,” “The Flood and Spider Old Woman,” and “Star Girl,” pp. 1 – 11.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, “How They Stole the Sun and Placed It: How the Kiowa Became Paramount,” “Red Horse,” “Buffalo Old Woman,” and “Deer-Charming Boy,” pp. 11 – 20.

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### WEEK FOUR

February 2nd: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, “How They Stole the Sun and Placed It: How the Kiowa Became Paramount,” “Red Horse,” “Buffalo Old Woman,” and “Deer-Charming Boy,” pp. 11 – 20.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, “Sendeh Tales,” “White Crow Hides Away the Animals and is Tricked by Sendeh and Spider Old Woman,” “Sendeh Sings to the Prairie Dogs: Twisted Tree: Proof of Guilt,” “Sendeh Beats the Beavers: Sendeh Races with Coyote: Proof of Guilt,” pp. 21-30.

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### WEEK FIVE

February 9th: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, “Sendeh Tales,” “White Crow Hides Away the Animals and is Tricked by Sendeh and Spider Old Woman,” “Sendeh Sings to the Prairie Dogs: Twisted Tree: Proof of Guilt,” “Sendeh Beats the

Beavers: Sendeh Races with Coyote: Proof of Guilt," pp. 21-30.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, "Sendeh Kills Elk Woman: Twisting Tree," "Sendeh Dives for Beaver," "Sendeh Throws His Eyes and Received Those of Dog," "Sendeh Hunts with Pack," "Quail Scares Sendeh," "Sendeh is Caught by the Mice," "Sendeh, the Food Balls, and Wildcat," "Coyote Runs Off with Sendeh's Leg," pp. 31-40.

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## WEEK SIX

February 16th: Kiowa language lesson; read and discuss "Sendeh Kills Elk Woman: Twisting Tree," "Sendeh Dives for Beaver," "Sendeh Throws His Eyes and Received Those of Dog," "Sendeh Hunts with Pack," "Quail Scares Sendeh," "Sendeh is Caught by the Mice," "Sendeh, the Food Balls, and Wildcat," "Coyote Runs Off with Sendeh's Leg," pp. 31-40.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, "Sendeh and the Mountain Ogres," "Sendeh Overeats and Clings to A Grapevine," "Ant and Sendeh Talk of Death," "Sendeh Courts Deer Woman and Whirlwind Woman," "False Message (Sendeh and the Turkey)," "Sendeh Cheats the White Man," pp. 40-46.

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## WEEK SEVEN

February 23rd: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, "Sendeh and the Mountain Ogres," "Sendeh Overeats and Clings to A Grapevine," "Ant and Sendeh Talk of Death," "Sendeh Courts Deer Woman and Whirlwind Woman," "False Message (Sendeh and the Turkey)," "Sendeh Cheats the White Man," pp. 40-46.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, "Miscellaneous Tales," "Red Mole: Snotty Nose," pp. 47-56.

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## WEEK EIGHT

March 2nd: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, "Miscellaneous Tales," "Red Mole: Snotty Nose," pp. 47-56.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, "Eagle Chief," " 'Many' (Ayete), the Miraculous Boy," "Bloodclot Boy," "Buffalo Kills White Bear," "The Medicine Man Who Turned to Bear," pp. 57-67.

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## WEEK NINE

March 9th: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, "Eagle Chief," " 'Many' (Ayete), the Miraculous Boy," "Bloodclot Boy," "Buffalo Kills White Bear," "The Medicine Man Who Turned to Bear," pp. 57-67.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, "Wolf Boy," "White Fox," "Rolling Skull," "The Apache Who Raised the Dead," "Escape Up the Trees," pp. 67-78.

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**WEEK TEN**

March 16th: SPRING BREAK

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**WEEK ELEVEN**

March 23rd: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, “Wolf Boy,” “White Fox,” “Rolling Skull,” “The Apache Who Raised the Dead,” “Escape Up the Trees,” pp. 67-78.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, “Disguised as a Woman,” “The Chief of the Red Tipi,” “Narrative of Intertribal Relations,” “Kiowa Make Relatives of the Pawnee,” “Kiowa Make Relatives of the Comanche,” “Lying Wolf Brings the Buffalo Dance,” “Origin of the Crow Indians,” “Tousle Head Makes a Prediction,” 78-89.

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**WEEK TWELVE**

March 30th: Kiowa language lesson; read and discuss Elsie Clews Parsons “Disguised as a Woman,” “The Chief of the Red Tipi,” “Narrative of Intertribal Relations,” “Kiowa Make Relatives of the Pawnee,” “Kiowa Make Relatives of the Comanche,” “Lying Wolf Brings the Buffalo Dance,” “Origin of the Crow Indians,” “Tousle Head Makes a Prediction,” 78-89.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, “Narratives of Ceremonial and Personal Life,” “War and Dance Societies,” “Bird Joins the Sheep,” “Bird Tells of the K’owitsaenk,” “White Bear Breaks Tanggul’s Lance,” “Slim Old Man Counsels the Ohumu Eagle Chief,” “Mark’s Chum,” “Women’s Societies,” “Sun Dance Woman is Initiated into the Women’s Society,” “Lone Wolf Leads Against the Utes: Scalp Ritual,” pp. 90-98.

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**WEEK THIRTEEN**

April 6th: Kiowa language lesson; read and discuss Elsie Clews Parsons, *Kiowa Tales*, “Narratives of Ceremonial and Personal Life,” “War and Dance Societies,” “Bird Joins the Sheep,” “Bird Tells of the K’owitsaenk,” “White Bear Breaks Tanggul’s Lance,” “Slim Old Man Counsels the Ohumu Eagle Chief,” “Mark’s Chum,” “Women’s Societies,” “Sun Dance Woman is Initiated into the Women’s Society,” “Lone Wolf Leads Against the Utes: Scalp Ritual,” pp. 90-98.

**Homework:** Read Elsie Clews Parsons, *Kiowa Tales*, “Sun Dance,” pp. 98-108.

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**WEEK FOURTEEN**

April 13th: Last day of class; read and discuss Elsie Clews Parsons, *Kiowa Tales*, “Sun Dance,” pp. 98-108.

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