

## UNST 421 Capstone: Grant Writing for Indigenous Communities Book Review Or Experience Log Assignment

\* Please choose either Book Review or Experience Log Assignment.

### Book Review Assignment

When writing grants, it's important to stay on top of things--trends, terminology, and similar work. Book reviews offer a quick tool for picking up on content that may help with formulating grants. You will write a book review of a text that deals with topics such as Native American ways of knowing, preservation and revitalization of Native culture, and contemporary Native concerns.

The book choice is up to you, but you'll need to pass your selection by me first. Just in case, here are some suggestions:

*The American Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge* (2003), by Donald L. Fixico

*Reclaiming Indigenous Voice and Vision* (2000), edited by Marie Battiste

*Protecting Indigenous Knowledge and Heritage: A Global Challenge* (2000), by Marie Battiste and John Henderson

*Real Indians: Identity and Survival of Native America* (2003), by Eva Marie Garrouette

*Decolonizing Methodologies* (1999), by Linda Tuhiwai Smith

And maybe you're interested in fiction, such as Sherman Alexie's *Flight*.

Plenty of guidelines tantalize would-be book reviewers into taking the "reviewer" plunge. I've reproduced the following guidelines from a respected journal, *Children, Youth and Environments* (CYE), published out of the University of Colorado. It's reproduced in the original.

Your book review is due on or before the Friday of final exam week and is worth 10% of your final course grade.

**There are two parts to your book review for this class:** 1) your (traditional) book review practice writing (see the guidelines below), which should be roughly 1.5 ~ 2 pages; and 2) a critical reflection that makes connections between your book review and your grant writing project, which should also be about 1.5 ~ 2 pages (for a total of 3-4 pages). In your reflection, please include: how you changed your grant proposal writing based on your book you chose, and how the book author's perspective helped you to move forward in the class.

### **Guidelines for Book Reviews**

A full book review may concern only one book or monograph or several works. Its length is about 750-1000 words. It should give readers an engaging, informative, and critical discussion of the work. The most important point in developing a book review is to address the Journal's readership: international and interdisciplinary. The review should consider:

- \* The intended audience for the book and who would find it useful;
- \* The background of the author;
- \* The main ideas and major objectives of the book and how effectively these are accomplished;

- \* The soundness of methods and information sources used;
- \* The context or impetus for the book - - political controversy, review research or policy, etc.;
- \* A comparison with other works on this subject;
- \* Constructive comments about the strength and weaknesses of the book;
- \* For edited books: dominant themes with reference to specific chapters as appropriate; and implications of the book for research, policy, practice, or theory.

The header of your review should include:

- \* Author(s) or editor(s) first and last name(s) (please indicate if it is an edited book)
- \* Title of book
- \* Year of publication
- \* Place of publication
- \* Publisher
- \* Number of pages
- \* Price (please indicate paperback or hard cover) if available
- \* ISBN

### **Citation Format**

Please refer to [Citing Resources](#) and select one style that is relevant to your field (be consistent all through your paper).

### **Experience Log Assignment: Participation in Our Partner's Events/Meetings with Log**

If you are available to attend some activities in-person that our partner hosts (about for 5-7 hours - 3 separate community meetings usually), contact me by email by end of the first week. You will contact our community partner and learn about their grant proposals plans/needs by visiting some events/meetings and capturing a summarized log of what you attended. Please keep a good log every time you attend events/meetings and share your information with the class/group members whenever appropriate.

Please be mindful that some activities are require receiving advanced permission to take written notes, audio recordings or other recordings due to privacy and/or sensitivity issues. Before you start, it is always a good idea to ask our community partner if you may make notes/recordings of the event (or ask me before the event).

You will keep a log and add your reflections over time you attend events. Please turn in your log on or before the Friday before the final exam week and is worth 10% of your final grade.

Each learning log entry should include:

1. dates of (and length of) the event;
2. place of the event;
3. names of the participants;
4. content of the event (describe with as many details as you can);
5. any relevant information for all of the groups and grant proposals;
6. your experiences and reflections (how did you feel and what did you learn from your experiences);
7. other notes