

ENGLISH 280 – American Indian Literature (Honors)

Fall 2017

Professor:	Lauren Gantz
Meeting Times:	T TH 3:30-4:45PM in CCC 238
Email:	lgantz@uwsp.edu
Office:	CCC 428
Office Hours:	M 2:00PM-3:00PM, T 12:00-2:00PM, by appointment

PREREQUISITES: Must be a member of the University Honors Program or a Native American Studies minor to enroll.

COURSE OVERVIEW

In 1968, Kiowa writer N. Scott Momaday's *House Made of Dawn* was awarded the Pulitzer Prize for American fiction, signaling the "arrival" of Native authors to the American literary scene and ushering in an era of Native literary production known as the Native American Renaissance. While the explosion of writing and the critical tradition that emerged from the Renaissance carved out important spaces for Native self-representation and Native American studies, it has also had unintended consequences. The most significant has been the privileging of twentieth century novels over other literary periods and forms.

This introductory survey casts a wide historic and generic net in order to paint a more complete picture of Native American textual production. We'll consider orature, autobiography, political tracts, plays, short stories, poems, and novels from a variety of writers and tribal traditions. In so doing, we will consider recurring themes such as:

- The relationship between oral and written traditions
- The importance of considering historical and tribal contexts when reading American Indian literatures
- The sheer diversity of Native American thought and cultures
- Historical and ongoing concerns that run throughout Indian Country, including tribal sovereignty, federal policy, and political activism
- "Urban" and "mixed blood" identity
- Issues surrounding identity, including race, class, gender, sexuality, nation, and citizenship

TEXTS

Available at the UWSP University Store (or online):

American Indian Stories, Legends, and Other Writings by Zitkála-Šá (Yankton Sioux)

Fools Crow by James Welch (Blackfeet and Gros Ventre)

Drowning in Fire by Craig Womack (Creek-Cherokee)

Available on D2L:

Creation stories from Wisconsin tribes

“Eulogy on King Philip” by William Apess (Pequot)

The Cherokee Night by Lynn Riggs (Cherokee)

Select short stories by D’Arcy McNickle (Salish Kootenai), Leslie Marmon Silko (Laguna Pueblo), and Sherman Alexie (Spokane-Coeur d’Alene)

Select poetry by Simon Ortiz (Acoma Pueblo), Joy Harjo (Muscogee), and Qwo-Li Driskill (Cherokee)

Secondary readings on the historical and cultural context of each work (these will be uploaded and announced throughout the semester)

ABSENCE AND LATENESS POLICY

You will be given **two free absences** for the semester. Absences beyond those two—for any reason other than religious observance—will impact your participation grade for the semester (see grading criteria for explanation). Please ensure you arrive to class on time; **three tardies will count as an absence, and if you are more than fifteen minutes late, you will be marked as absent for the meeting.**

If you have to miss class, you will still be responsible for turning in all assignments due on the date of your absence, and for completing the assigned course readings. I would also advise contacting a classmate for notes. Do not email me asking, “Did I miss anything?” The answer will always be, “Yes.”

RELIGIOUS HOLY DAYS

By UWSP policy, you must notify me of a pending absence due to a religious holy day within the first three weeks of class. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work.

STATEMENT ON ACADEMIC HONESTY

Some of the assignments in this class will require the use of sources. When you use sources in a writing assignment, you **must** cite them. MLA citation style is preferable, but use any format with which you are familiar. The use of an unacknowledged source will result, *at minimum*, in your being required to redo the assignment for reduced credit. Depending on the nature and extent of the misuse, such behavior may result in a zero for the assignment or an automatic F for the course. If you are unsure how to cite a source properly, you are welcome to ask me. Other forms of academic dishonesty, such as purchasing work, copying the work of classmates, cheating on exams, etc., will also result in a major course penalty, including possible failure of the course. A report may also be submitted to the Dean of Students. For more information about UWSP’s policies regarding academic misconduct, see: <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

EMAIL

Your UWSP email account is the university’s standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in D2L for reminders and announcements.

Be advised that while I do check my email regularly throughout the week and on weekends, I only read and respond to messages between 7AM-7PM. If you need to contact me, please do so during those hours unless it's an emergency.

TECHNOLOGY POLICY

Computers and tablets can be used for taking or referring to notes, checking D2L, or accessing class readings, *if* you can resist their temptations. However, if you are found using these devices for purposes unrelated to our class, I will ask you to turn them off and put them away. Repeated issues may result in a ban on such devices for the entire class. Stay on task, and be considerate of my time and your classmates' time.

Cellphones should be put away, and turned off or silenced. Refusal to comply with this policy will result in the student being asked to leave the classroom.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability and need accommodations for this course, please contact the Office of Disability Services. Call 715-346-3365, email dissv@uwsp.edu, or visit the Office in room 609 of the Learning Resource Center.

SAFE SPACE POLICY

We are all required to be respectful of each other's identities and opinions. There will be zero tolerance for slurs, derogatory language, harassment, or belittlement of ideas. If you need clarification, please refer to UWSP's Community Rights and Responsibilities Handbook (<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>). As a general rule, however, use common sense and treat others as you wish to be treated. If you feel troubled or unsafe in any class discussion, please speak to me immediately so that we can resolve the problem.

GRADING AND REQUIREMENTS

Reading and preparation for class: For all class meetings, there will be assigned readings with specific suggestions of things to look for or to think about as you read. Doing the reading, thoughtfully, *before class* is necessary preparation for you to be able to participate fully in, and benefit from, the class meeting. You should also take some notes on your observations and reactions. I may call on individual students orally, have you write briefly about the reading early in class, or give a brief reading quiz as a way to check preparation and begin discussion.

Attendance and participation: You should attend class regularly and participate to the best of your ability. Class activities will include discussion and workshops. See page five for grading criteria.

Short writing assignments: You will be asked to complete a number of informal, low-stakes writing assignments. They're meant to help you reflect on readings and explore ideas. Prompts for these will be posted on D2L.

Exams: This course will have two exams. We'll discuss the format for each in the weeks leading up to exam dates.

Essay: You'll write a midterm essay (5-7 pgs.). Details about this assignment, including grading criteria, will be provided in handouts, posted on D2L, and discussed in class. The final draft of this essay should be submitted to D2L. All other materials associated with that project (peer review drafts, feedback, etc.) should be submitted in a folder at the beginning of class on the due date.

Self-Designed Final Research Project: You'll complete a final research project that you design on your own. This project can take a variety of forms—from a traditional essay, to a creative work, to a multimedia project. It can also tackle a variety of topics and texts, ranging from those we've discussed in class to those we haven't discussed, but in which you are personally interested. I'll provide you with a few possible subjects to get you started, but you'll need to conduct your own research and develop the parameters of your project.

Peer review: Midterm essays and final projects must go through the peer review process—I **will not accept projects that haven't been peer reviewed**. On peer review days, you must bring a *completed* draft of your essay. If you do not have a completed draft, you will be sent home and marked absent for that class period. If you have to miss class on a peer review day, or do not have your draft completed in time for peer review, it is *your responsibility* to find a classmate to review your paper on his/her own time.

Peer review will count toward your participation grade (under the “contributions” category). For each workshop, you will complete a questionnaire that will be turned in for points credited. The quality of your answers to those questions will be used to determine your grade for the workshop—simple yes/no answers are unlikely to receive full credit. Take your time. Offer your classmates thorough, constructive, and thoughtful advice about how to improve their writing.

Revision: You will have the opportunity to revise your midterm essay. Your original grade and your revision grade will be averaged in order to determine your final score for that project. Details about revision expectations and deadlines will be included on the assignment sheet for that project.

Your grades will be determined using the following rubric:

Short writing assignments and quizzes	15%
Exams	25%
Midterm essay	20%
Final project	30%
Participation	10%

I will be using the plus/minus system for final grades. Please note: to ensure fairness, all numbers are absolute, and will not be rounded up or down at any stage. Thus a B- will be inclusive of all scores of 80.000 through 83.999.

A = 93-100	A- = 90-92	B+ = 87-89	B = 84-86	B- = 80-83	C+ = 77-79	C = 74-76
C- = 70-73	D+ = 67-69	D = 64-66	D- = 60-63	F = 0-60		

Criteria for Participation

	Ideal	Satisfactory	Unsatisfactory
Attendance	Is present for the entirety of each class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 85% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 15% of the time, or less often but without explanation.
Preparation	Always gives evidence of preparation when called on or quizzed.	Gives evidence of preparation when called on or quizzed at least 85% of the time.	Gives evidence of being unprepared more than 15% of the time.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities (e.g. texting, Facebook, studying for another class).
Quality of Contributions	Makes comments that stand out for the level of careful thought they demonstrate about the material and the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions, are irrelevant, or otherwise tend to derail the conversation.
Classroom Community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect.

SUBMISSION REQUIREMENTS AND LATE WORK:

Take-home assignments: In order to pass the course, you must complete every assignment. Take-home assignments are due *by the beginning of class* on the due date.

Late take-home assignments will lose a letter grade **for each calendar day (note: not each class day)** they are late. Extensions are negotiable: if, knowing your own academic schedule and obligations, you anticipate needing more time for an assignment, you must speak with me in person **at least two calendar days before the assignment is due**. Together we will arrive on a later due date that must fit into the syllabus (i.e., the new due date must precede any other due dates for the unit). I will hold you to that new due date and deduct points if you miss it. Do not e-mail me the day before something is due to ask for an extension; I will refuse. Plan ahead.

You must build in time for possible technological failure (“my computer crashed”) or contingency (“I left my flash drive with my paper on it at home”). Late work is late, regardless of circumstance.

In-class assignments and activities: In-class work (quizzes, exams, etc.) can **only** be made up under extraordinary, unavoidable circumstances. You must provide me with documentation of the reason for your absence.

OTHER USEFUL INFORMATION

Copies of all course documents and additional resources will be available in **Desire2Learn**.

The **Tutoring-Learning Center**, located in the basement of the library (Room 018), can provide help with writing and many other skills you will need to succeed in college. Their regular hours are Monday – Thursday 9:00am – 8:00pm, Friday 9:00AM – 1:00PM. Appointments are recommended but not required. Phone 715-346-3568 or email tlctutor@uwsp.edu.

COURSE SCHEDULE

**Subject to change at instructor’s discretion*

T 9/5	Introduction to the Course Tips for Close Reading
TH 9/7	The Stories We Tell <i>Reading:</i> Chapter 2 of <i>The Truth about Stories</i> ; Chapters 1, 11, and 22 of <i>American Indians: Stereotypes and Realities</i> (D2L) Due Friday at 5PM: Reflection Post
T 9/12	Unit I: Orature, Autobiography, and Political Writing The Creation of the World and Its People <i>Readings:</i> Creation stories of the Menominee, Ho-Chunk, Ojibwe, Potawatomi, and Oneida; Chapter 1 of <i>The Truth about Stories</i> (D2L)
TH 9/14	Early Native American Writing in English <i>Readings:</i> William Apess, “Eulogy on King Philip (D2L); Chapter 3 of <i>The Truth about Stories</i> (D2L) Due Friday at 5PM: Local Historical Research
T 9/19	Native American Women’s Autobiography <i>Readings:</i> Zitkála-Šá, “Introduction,” “Impressions of An Indian Childhood” and “The School Days of an Indian Girl” from <i>American Indian Stories</i> (pgs. xi-xxxv and pgs. 68-103); Chapters 8 and 16 of <i>American Indians: Stereotypes and Realities</i> (D2L)
TH 9/21	Exam 1
T 9/26	Unit III: Drama, Short Fiction, and Poetry Native American Theater <i>Readings:</i> Foreword on Lynn Riggs, and Scenes 1-2 of <i>The Cherokee Night</i> (D2L);

TH 9/28	<i>The Cherokee Night</i> Readings: Scenes 3-4 of <i>The Cherokee Night</i> (D2L); Due Friday at 5PM: Native American Multimedia
T 10/3	<i>The Cherokee Night</i> Readings: Finish <i>The Cherokee Night</i> (D2L); Afterword from <i>American Indians: Stereotypes and Realities</i> (D2L)
TH 10/5	The Native American Literary Renaissance Readings: D'Arcy McNickle, "Hard Riding" and "Snowfall"; N. Scott Momaday's "The Man Made of Words" (D2L) Due Friday at 5PM: Columbus Day Reflection
M 10/9	INDIGENOUS PEOPLES' DAY
T 10/10	Native American Short Stories and Tribal Belief Readings: Leslie Marmon Silko, "Yellow Woman" and "Tony's Story" (D2L); Leanne Howe, "Tribalography: The Power of Native Stories" (D2L)
TH 10/12	Native American Short Stories and Identity Readings: Sherman Alexie, "Assimilation" and "Indian Country" (D2L); Chapters 12 and 20 from <i>American Indians: Stereotypes and Realities</i> (D2L) Due Friday at 5PM: Topic Proposal for Midterm Essay
T 10/17	Native American Poetry Readings: Simon Ortiz, selections from <i>from Sand Creek</i> ; Joy Harjo, selections from <i>In Mad Love and War</i> ; and Qwo-Li Driskill, selections from <i>Walking with Ghosts</i> (D2L)
TH 10/19	Exam 2
T 10/24	PEER REVIEW MIDTERM ESSAY
TH 10/26	Revision Workshop
T 10/31	Unit III: Novels Readings: James Welch, <i>Fools Crow</i> chs. 1-6; Chapter 4 from <i>American Indians: Stereotypes and Realities</i> (D2L)
W 11/1	NATIVE AMERICAN HERITAGE MONTH BEGINS AIRO Event-6PM DUC Laird Room Coffee and Culture: Myth Busters AIRO Edition
TH 11/2	Midterm Essay Due <i>Fools Crow</i> Readings: <i>Fools Crow</i> chs. 7-12; Cutcha Risling Baldy, "On telling Native people to just 'get over it'" (D2L)

T 11/7	<i>Fools Crow</i> Readings: <i>Fools Crow</i> chs. 13-18; Benjamin Mangrum, “Genre, History, Ecology” (D2L)
TH 11/9	<i>Fools Crow</i> Readings: <i>Fools Crow</i> chs. 19-24 Due Friday at 5PM: Dakota Access Pipeline and Tribal Land Rights
T 11/14	<i>Fools Crow</i> Readings: <i>Fools Crow</i> chs. 25-30; Christopher Nelson, “‘Created in Words’: Theorizing (Postmodern) Native American Survival through Story” (D2L)
TH 11/16	<i>Fools Crow</i> Readings: <i>Fools Crow</i> chs. 31-36 Due Friday at 5PM: Proposal for Final Research Project
T 11/21	Two-Spirit Native American Identities Readings: Craig Womack, <i>Drowning in Fire</i> chs. 1-3 Due Wednesday at 5PM: Thanksgiving Reflection
TH 11/23	HOLIDAY, NO CLASS
T 11/28	<i>Drowning in Fire</i> Readings: <i>Drowning in Fire</i> chs. 4-6; Qwo-Li Driskill, “Doubleweaving Two-Spirit Critiques” (D2L)
TH 11/30	Library Day
T 12/5	<i>Drowning in Fire</i> Readings: <i>Drowning in Fire</i> chs. 7-8; Mark Rifkin, “Native Nationality and the Contemporary Queer” (D2L)
TH 12/7	<i>Drowning in Fire</i> Readings: <i>Drowning in Fire</i> chs. 9-10 Due Friday by 5PM: Native American Futurity
T 12/12	<i>Drowning in Fire</i> Readings: <i>Drowning in Fire</i> chs. 11-12
TH 12/14	Peer Review Final Research Project

Final Exam Period 12/19, 5:00-7:00PM
Students will present their final research projects