



NATIVE AMERICAN LITERATURE
ETHN 111
Fall 2012

Professor: Maria Teresa Ceseña, Ph.D.
Email: mcesena@ucsd.edu
Class Time: M-W-F 2:00-2:50 pm

Office: SSB 245
Office Hours: Weds/Fri 12-2 pm
Classroom: CSB 005

COURSE DESCRIPTION:

This course analyzes Native American written and oral traditions. Students will read chronicles and commentaries on published texts, historic speeches, trickster narratives, oratorical and prophetic tribal epics, and will delve into the methodological problems posed by tribal literature in translation. Employing an Ethnic Studies lens, we will seek a critical understanding of the important roles that colonization, decolonization, war, racism, gender, sexuality, feminism, assimilation, and multiculturalism have played in the lives of American Indian people. We will take a closer look at the larger structural forces that have shaped and continue to reshape American Indian lives as well as how stories and storytelling are often used as a means to resist, survive, and (re)build connections.

Course themes to be explored include: indigenous worldviews, varying notions and practices of sovereignty, relationships to land, resistance, tribal identity, and cultural expression.

REQUIRED TEXTS:

1) Sherman Alexie. *The Lone Ranger and Tonto Fistfight in Heaven*
Grove/Atlantic, Inc., 2005. [May be purchased from various online sources]

2) Gordon Johnson. *Fast Cars and Frybread: Reports from the Rez.*
Heyday Books, 2007

[May be purchased from: <https://heydaybooks.com/book/fast-cars-and-frybread/>]

3) All other readings available on course page available at:
<http://ted.ucsd.edu>

COURSE REQUIREMENTS:

Attendance & Participation	20%
Quizzes (4x 5%).....	20%
Leading Friday Discussion Activity.....	10%
Mandatory Office Hour Visit (1 time).....	10%
Book/Film Analysis Paper.....	20%
Short Story Writing Assignment and Presentation.....	20%

Attendance/Participation (Total 20%)

Attendance (10%)— If you arrive to class after the sign-in sheet has been circulated and returned to me (5 minutes after the start of class), you may not sign in for attendance credit for that day. However, you will still be able to earn participation credit. Please be on time!

Participation (10%)—Your participation grade is based on not only attending class, but also contributing to discussions with your thoughts, questions, and analyses. You **MUST** bring all reading materials (according to the reading schedule) with you to class, ready to perform close readings/interpretations of each text assigned for that day. If you have purchased the required texts through an online e-reader service, you must show me the receipt of your purchase; otherwise I expect to see either your physical copy of the book, print out of readings posted on TED, or your laptops with readings accessible during class.

Quizzes (20%)—There will be five (5) pop quizzes interspersed throughout the quarter. I will only count the top four (4) quiz scores and will drop the lowest score for each student. The quizzes serve two primary purposes: 1) They allow me to gauge how the class is understanding terms and concepts from the readings and lectures, and 2) They motivate everyone to always be prepared, having done the readings before class meets.

*****If you are absent on the day of a quiz, you will NOT be allowed to make it up unless you have proper documentation (doctor's note, court documents, etc) that shows why it was an excusable absence.**

Leading Friday Discussion Activity (10%)—Working in pairs, students will pick one week of readings that they would like to reflect upon and then lead the class in a discussion on those readings. The discussants must come up with an interactive group activity to help the class think through the main themes of the readings. Each activity should last approximately 10-15 minutes.

*****Note: I gladly welcome you to run your ideas for activities by me ahead of time, either in office hours, after class, or via email. I will happily give suggestions. Also, it would behoove you to check with me as to whether you're on the right track. I am always happy to help!**

Mandatory Office Hour Visit (10%)—Each student must sign up to meet with the professor during office hours at least once before the end of Week 3. The student should prepare for the visit by coming up with questions and/or comments about the readings and/or class lectures.

Book/Film Analysis Paper (20%)—Upon completion of *The Lone Ranger and Tonto Fistfight in Heaven*, we will then watch the film, *Smoke Signals* (1998). For this assignment you will compare the two texts in a 5-7 page analysis/response paper. **Prompt will be handed out in class. DUE: 11/9/12**

Short Story Writing Assignment and Presentation (20%)—Using the personal stories written by Gordon Johnson as a guide, you will write a short story reflecting on your personal experience. **Prompt will be handed out in class. DUE: 12/12/12**

Laptop Policy

Many of you find that taking notes and/or being able to access the online readings (through Blackboard) requires that you bring a laptop to class. If during class, you choose to browse social networking sites, chat, or participate in other non-relevant online activities, I may receive a negative (-1) participation point for that day. So please stay focused and respectful.

ADA Statement – Any student with a disability or condition that compromises his or her ability to complete course requirements should notify the professor as soon as possible. The professor will take all reasonable efforts to accommodate those needs. If, as a result of a disability, you cannot accept the content or terms of this syllabus, notify the professor within one week of receiving syllabus.

Late Papers/Extensions – If a medical/family emergency or other excusable incident makes it impossible for you to complete an assignment on time, you must contact me to explain the situation, and provide acceptable written documentation along with the completed assignment in order to receive credit. Otherwise, all other late assignments will automatically go down one letter grade for each day they are late.

COURSE READING SCHEDULE (*Subject to change):

Week Zero: Welcome and Introductions

Fri. 9/28—Syllabus/Overview of Class

Week One: Indigeneity and Sovereignty

Mon. 10/1

- Joanne Barker “For Whom Sovereignty Matters” [32]

Weds. 10/3

- Taiaiake Alfred “Sovereignty” [16]
- Mishuana Goeman, “Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities” [4]

Fri. 10/5

- Susette La Flesche, “The Indian Question” [3]
- Daryl Babe Wilson, “Let it Be This Way” [5]
- Georgiana Valoyce-Sanchez, “Chumash Man” [poem]

Week Two: Contact and Colonization

Mon. 10/8

- Louis Owens, “Preface: Crow Love” [5] & “Columbus Had it Coming” (11)

Weds. 10/10

- Zitkala Sa/Gertrude Bonin, “Impressions of an Indian Childhood” [poem]
- Jim Northrop, “Racism” [27]
- Luther Standing Bear, “First Days at Carlisle” [18]

Fri. 10/12

- James Luna, “Half-Indian, Half-Mexican” [2]; “The Artifact Piece” [1]; & “Notes: 1985” [3]
- Inés Hernández-Ávila, “An Open Letter to Chicanas” [9]

Week Three: Power of Voice and Pen

Mon. 10/15

- Elizabeth Cook-Lynn, “The Relationship of a Writer to the Past” [14]

Weds. 10/17

- Robert Warrior, “Introduction: Reading Experience in Native Nonfiction” [18]

Fri. 10/19

- Simon Ortiz, “Now it is My Turn to Stand” [8]
- Sarah Winnemucca, “Petition to Congress” [3]
- Andrew Blackbird, “The Indian Problem, from the Indian’s Standpoint” [10]

Week Four: Tales of Humor and “Survivance”

Mon. 10/22

- Alexie. *The Lone Ranger and Tonto Fistfight in Heaven* [pp.xi-53]

Weds. 10/24

- Alexie. *The Lone Ranger and Tonto Fistfight in Heaven* [pp.54-103]

Fri. 10/26

- Alexie. *The Lone Ranger and Tonto Fistfight in Heaven* [pp.104-148]

Week Five: Tales of Humor and “Survivance”

Mon. 10/29

- Alexie. *The Lone Ranger and Tonto Fistfight in Heaven* [pp.149-242]

Weds. 10/31—Film: *Smoke Signals*

Fri. 11/2

- Vizenor “Native American Literatures: Narratives of Survivance” [pp. 47-63]

Week Six: San Diego Rez life

Mon. 11/5

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp. 1 - 24]

Weds. 11/7

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp. 25-51]

Fri. 11/9

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp.52-73]

Week Seven: San Diego Rez life (cont’d.)

Mon. 11/12 — Veteran's Day--NO CLASS!

Weds. 11/14

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp. 74-91]

Fri. 11/16

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp.92-131]

Week Eight: Native Feminism(s)

Mon. 11/19

- Paula Gunn Allen, "Introduction" [pp.1-21] & "Deep Purple" [pp.198-211]

Weds. 11/21

- Renya K. Ramirez, "Race, Tribal Nation and Gender: A Native Feminist Approach to Belonging" [18]
- Luana Ross, "Personalizing Methodology: Narratives of Imprisoned Native Women" [25]

Fri. 11/23— Thanksgiving Holiday. NO CLASS! Enjoy you break :-)

Week Nine: Gender and Sexuality

Mon. 11/26

- Andrea Smith, "Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism" [26]

Weds. 11/28

- Audra Simpson, "From White into Red: Captivity Narratives as Alchemies of Race and Citizenship"[6]

Fri. 11/30

- Selections from *Me Sexy: An Exploration of Native Love and Sexuality*

Week Ten: Relocation, Land, & Belonging

Mon. 12/3

- Mishuana Goeman, "From Place to Territories and Back Again: Centering Storied Land in the discussion of Indigenous Nation-building" [11]

Weds. 12/5

- Keith Basso, **Selections** from *Wisdom Sits in Places*

Fri. 12/7

- DRUMS, "The Menominees are Terminated" [2]
- Esther Belin "On Relocation" [poem]
- Vine Deloria, "Thinking in Time and Space" [15]
- Joy Harjo, "untitled/My house is red earth" [poem]

FINAL Meeting:
Food and Short Stories
Weds. 12/12/12/ (3:00 pm-5:59 pm)