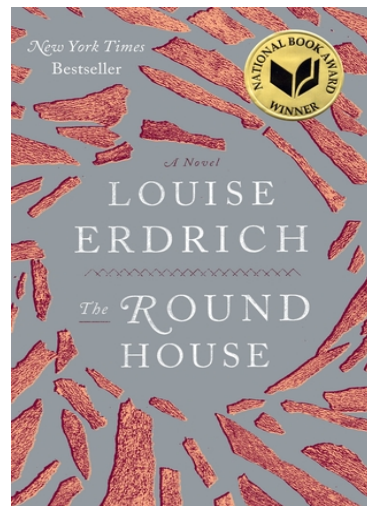
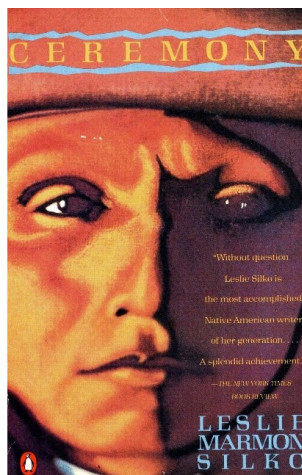


ETHN 111: Native American Literature
Fall 2016 Syllabus
Tuesday and Thursday 12:30-1:50
Room: HSS 2321, UCSD

Instructor: Mattie M. Harper
Department of Ethnic Studies
E-mail: mharper@ucsd.edu
Office hours: Wednesdays, 2-3pm; Fridays, noon-2 & by appointment



This course will focus on writing by a small sample of Native American authors from different tribal nations. It's important to understand that we are barely getting a glimpse of a vast world of Native American studies and literature. My hope is that the course will orient you in this very rich field so you can knowledgeably continue exploring on your own. A significant part of the course's work will be to situate these readings in their social, historical, and cultural contexts.

Themes we will explore in the texts include:

- The long term effects of colonialism and ongoing colonization
- Indigenous conceptions of and relations to land
- The half-breed/mixed-blood trope
- Gender relations and complementarity in Native societies
- Native sovereignty and political rights
- Appropriation of Native cultures

Required Texts

Note: you must obtain the exact editions of these books, and they must be paper not e- books. You must bring them to class. If you come to class without that day's assigned text, you may be asked to leave and not return until you have one with you. In addition to these books, there are also PDF

articles on the class's dedicated TritonEd site. These articles should be printed out and brought to class on days they are listed as readings.

1. *Ceremony*, 1977, by Leslie Marmon Silko (Laguna Pueblo)
2. *Winter in the Blood*, 1981, by James Welch (Blackfeet/Gros Ventre)
3. *Indian Killer*, 1996, by Sherman Alexie (Spokane/Coeur d'Alene)
4. *Mean Spirit*, 1991, by Linda Hogan (Chickasaw)
5. *The Round House*, 2012, by Louise Erdrich (Turtle Mountain Ojibwe). This book won the National Book Award for Fiction in 2012.

GRADING

Participation (10%)

4 Response papers (40%)

Group presentation (20%)

Research Project (30%)

ASSIGNMENTS

Students will be expected to do a variety of interpretive and research tasks both in writing and in class presentations and discussions. Students are expected to use textual evidence in the class deliberations. Understanding the text requires attentive reading and writing about the text.

Participation: This portion of the grade is based on attendance and TritonEd postings. There are five required discussion question postings. See syllabus for due dates. There will also be weekly in class writing assignments.

Response Papers (4): After reading each novel, students will write a response paper. However, students will not write a response paper for the novel on which they presented. These essays will be 3-4 pages long, double-spaced and in MLA format and I will give you a choice of topics. These should not be merely plot summaries. Instead, these should be opportunities for exploring ideas raised in class discussion and reflecting on our readings. Additional research is not required. It is expected these essays will be the products of close readings with the inclusion of appropriate quotes from the literary texts in question.

Group Assignment: Three students give a group presentation on the culture and history of the author's tribal nation to provide additional context and the critical lens through which the students will critique the novel. The students' research must include library reference materials in addition to information from web sites. Presentations must cover the following: an origin myth; the traditional tribal name; a summary of tribal culture, including social structure, dwellings, traditional foods, and traditional arts; a description of the tribal geographical location; significant tribal historical events; and the current tribal status.

Research Project: For this project, you should select a non-literary topic encountered in one of the texts that you would be interested in researching. You might choose a person from Native history, a historical event (Wounded Knee massacre, the Trail of Tears, occupation of Wounded Knee or Alcatraz), a significant policy (relocation policy, termination policy, Indian Reorganization Act), a group or movement (WWII code talkers, American Indian Movement, a boarding school), or some

other topic of your choosing. You do not have to write a research paper; instead, you will submit (1) an annotated bibliography of at least six items (no more than three should be websites) that provide useful information on your topic and (2) a three- to four-page essay summarizing your findings and discussing how they either illuminate the text or an analysis of the author's depiction/utilization of this topic. Each annotation should consist of a full paragraph indicating the content of the source and commenting briefly on its usefulness for your project (a sample annotation is posted on TritonED). This will be due Week 9.

Policies and Expectations

Attendance Policy: This class features a combination of lecture and discussion, so it is important that you attend every session you can. However, please do not come to class sick. You are given two "free" sick days this semester that will not be counted against you, but you are responsible for getting caught up on what you missed. Each missed class beyond those two results in a reduction of your final letter grade unless you have official documentation (i.e., a doctor's note). Tardiness may be counted as an absence; if you do arrive late, talk to me afterwards to plead your case.

Electronics Policy: It's very important to bring a pen/pencil and paper to class both for taking notes and for in-class writing assignments/activities. No computers in class. Generally speaking, electronic devices are banned. This includes laptops, cell phones, e-readers, and anything else that has been recently invented. If you would like to know why I've implemented this policy, see the two articles I have posted on TritonEd under "Electronics Policy."

Email Policy: I welcome emails from students, although I would encourage everyone to consider visiting me in person during my office hours if you have questions about class. In any case, it may take me some time to get back to you, as I check work email only once per day and never in the evening or on weekends, during breaks, etc. If you ask a question already answered in this syllabus, I will not respond. So check here first.

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu

Reading and Assignment Schedule

Readings listed next to the date should be read before attending class that day.

Week 0: September 22

TH Introductions and review of syllabus

Week 1: September 27 & 29

History and Theory

TU Read Berkhofer, "The Idea of the Indian" (PDF) Deloria and Lytle, "American Indians in Historical Perspective" (PDF); Veracini, "Introducing Settler Colonial Studies" (PDF)

What is Native American Literature?

TH Read Shanley, "Talking to the Animals and Taking out the Trash" (PDF); Huhndorf, "Literature and the Politics of Native American Studies" (PDF); Ortiz, "Towards a National Indian Literature" (PDF)

Week 2: October 4 & 6

Silko, the Native American Renaissance, and Prophecy Narratives

TU 1. Silko (Laguna Pueblo) **Group Assignment**
2. Silko, "Language and Literature from a Pueblo Indian Perspective"
3. Begin Silko, *Ceremony* (pp. 1-82)

TH 1. Silko, *Ceremony* (pp. 82-160)

Week 3: October 11 & 13

Silko, the Native American Renaissance, and Prophecy Narratives

TU 1. Silko, *Ceremony* (pp. 161-261) DISCUSSION QUESTION DUE 7AM
2. Tillett, "On the Cutting Edge" (PDF)
3. Read Cruikshank, "Claiming Legitimacy: Prophecy Narratives from Northern Aboriginal Women" (PDF)

Linda Hogan and Indian Territory

TH 1. Hogan (Chickasaw) **Group Assignment**
2. (the Osage) **Group Assignment**
3. Read Krupat, "Nationalism, Indigenism, Cosmopolitanism" (PDF)
4. Begin Hogan, *Mean Spirit* (pp. 1-80)

Week 4: October 18 & 20 NO CLASS

Linda Hogan, *Mean Spirit*, continue reading

Week 5: October 25 & 27

Linda Hogan, *Mean Spirit*

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| TU | 1. Hogan, <i>Mean Spirit</i> (finish)
2. Read Owens, "Columbus Had it Coming" (PDF) | SILKO PAPER DUE
DISCUSSION QUESTION DUE 7AM |
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Sherman Alexie and Urban Indians

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| TH | 1. Alexie (Spokane) Group Assignment
2. Alexie (Coeur d'Alene) Group Assignment
2. Read Alexie Essay, TBA
3. Begin Alexie, <i>Indian Killer</i> , pp. 1-70 |
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Week 6: November 1 & 3

Alexie's *Indian Killer*

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| TU | Alexie, <i>Indian Killer</i> , pp. 70-173 (103 pages) | HOGAN PAPER DUE |
| TH | 1. (ICWA and Urban Relocation of the 1950's) Group Assignment
2. Alexie, <i>Indian Killer</i> , pp. 173-234 (61 pages)
3. Read Gamber, "We've Been Stuck in Place Since <i>House Made of Dawn</i> " (PDF) | |

Week 7: November 8 (election day) & 10

Alexie's *Indian Killer*

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| TU | 1. Alexie, <i>Indian Killer</i> , pp. 234-336 (102 pages)
2. Read Krupat "The Rage Stage" (PDF) | DISCUSSION QUESTION DUE 7AM |
| TH | 1. Finish Alexie, <i>Indian Killer</i> , pp. 336-420 (84 pages)
2. View Film: <i>Smoke Signals</i> (1998) | |

Week 8: November 15 & 17

James Welch's *Winter in the Blood*

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| TU | 1. Welch (Blackfeet/) Group Assignment
2. Welch Gros Ventre) Group Assignment
3. Begin Welch, <i>Winter in the Blood</i> , pp. 1-125 | ALEXIE PAPER DUE |
| TH | 1. Finish Welch, <i>Winter in the Blood</i> , pp. 125-176
2. Read Teuton, "Theorizing American Indian Literature: Applying Oral Concepts to Written Traditions" (PDF) | DISCUSSION QUESTION DUE 7AM |

Week 9: November 22

Erdrich's *The Round House* and Tribal Jurisdiction

- TU 1. Erdrich (Ojibwe) **Group Assignment** RESEARCH PROJECT DUE
 2. Begin Erdrich, *The Round House*, (Chapters 1-5, pp. 1-108)
- TH No class Thursday, Thanksgiving Day

Week 10: November 29 & December 1

Erdrich's *The Round House* and Tribal Jurisdiction

- TU 1. Erdrich (Ojibwe), *The Round House*, (Chapters 6-9, pp.109-240)
 2. Read Womack, "Theorizing American Indian Experience" (PDF)
- TH 1. Erdrich, *The Round House*, (pp. 241-317) DISCUSSION QUESTION DUE 7AM
 2. Read Erdrich, "Writers on Writing" (PDF)

Final Exam: Erdrich Paper Due at exam date