



NATIVE AMERICAN LITERATURE

ETHN 111

Summer Session I (2013)

Professor: Maria Teresa Ceseña, Ph.D.

Email: mcesena@ucsd.edu

Class Time: M/W 2:00-4:50 pm

Office: SSB 245

OH: W 12-2 and 5:00-6:00

Classroom: CENTR 208

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) 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.....	10%
Quizzes (4x 5%).....	20%
News Article Roundtable	10%
Leading Class Discussion (1x).....	10%
Critical Analysis Papers (2 x 10%).....	20%
Final Paper/Project.....	30%

Attendance/Participation (Total 10%)

Attendance (5%)— 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 will be counted as tardy. Every two (2) instances of being tardy will count as one (1) absence. However, you will still be able to earn participation credit. Please be on time!

Participation (5%)—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) 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 you are understanding terms and concepts from the readings and lectures, and 2) They motivate you to always be prepared, having done the readings before class meets.

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

News Article Roundtable (10%)—Each Wednesday 1-2 students will be responsible for bringing in one news article (per student) related to issues concerning AI/AN (either nationally or locally) to share with/present to the class. *Articles must be obtained from a published news source. Please no blog posts unless they are accompanied by a published news source. If you have any doubts about whether your news source is acceptable, please send me your article for review.* **[NOTE: You must send me a link to your article or hand me a hard copy at least one day in advance so that I can make copies for the entire class. Failure to do so will result in loss of points for this assignment.]** Additionally, you must submit a 1-3 page critical response that addresses the following questions:

- 1) *What's the main topic of the article?*
- 2) *What's the main point or points of the article?*
- 3) *How is the article framed?*
- 4) *What type of information does the article convey?*
- 5) *What types of persuasive strategies does the author use? What effects do these strategies have?*
- 6) *How does the article contribute to the ongoing representations (positive, negative, or neutral) of AI/AN's and/or issues pertaining to them?*
- 7) *Are there any images attached to the article and if so, what are they and how do they relate to the article?*
- 8) *How does the article speak to past class discussions? What key concepts does the article address?*

Leading Class Discussion (10%)—Each of you will be assigned one of the smaller readings to reflect upon and then use to lead the class in a roundtable discussion. You must come prepared with questions to spark discussion among your classmates. Each discussion should last approximately 10-15 minutes.

Please feel free to brainstorm with me during office hours and/or send me a list of questions for feedback.

Critical Reading/Analysis Papers (20%)— All students must write two (2) Critical Reading/Analysis paper, 3-5 (double-spaced) pages in length. Paper should synthesize the main arguments of a **set of assigned reading(s) from 1 day on the course schedule**, and should connect them to larger course themes and discussions. (See attached “CRITERIA FOR CRITICAL ANALYSIS PAPERS” prompt)

Final Paper/Project (30%)— See attached “FINAL PROJECT” prompt.

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.

Majoring or Minor in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes 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, journalism, government and politics, international relations, 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

COURSE READING SCHEDULE (*Subject to change):**Week One: Indigeneity and Sovereignty****Mon. 7/1** —Syllabus/Overview of Class**Weds. 7/3**

- Joanne Barker “For Whom Sovereignty Matters” [32]
- Taiaiake Alfred “Sovereignty” [16]
- Mishuana Goeman, “Native Feminisms: Legacies, Interventions, and Indigenous Sovereignities” [4]

Week Two: Contact and (De)Colonization**Mon. 7/8**

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

Weds. 7/10

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

Week Three: Gender, Sexuality, & Native Feminism(s)**Mon. 7/15**

- Andrea Smith, “Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism” [26]
- Renya K. Ramirez, “Race, Tribal Nation and Gender: A Native Feminist Approach to Belonging” [18]

Weds. 7/17

- Paula Gunn Allen, “Introduction” [pp.1-21] & “Deep Purple” [pp.198-211]
- Selections from *Me Sexy: An Exploration of Native Love and Sexuality*

Week Four: Relocation, Land, & Belonging**Mon. 7/22**

- Mishuana Goeman, “From Place to Territories and Back Again” [11]
- Keith Basso, **Selections** from *Wisdom Sits in Places*

Weds. 7/24

- 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]

Week Five: San Diego Rez life**Mon. 7/29**

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp. 1 - 73]

Weds. 7/31

- Johnson *Fast Cars and Frybread: Reports from the Rez* [pp. 74-131]

FINAL: Project Presentations (Fri. 8/2/13/ [3:00 pm-5:59 pm])

CRITERIA FOR CRITICAL ANALYSIS PAPERS

Rather than presenting me with a summary of the readings (i.e. a book report), I'd like you to identify the main argument(s) and then give some analysis of how this/these argument(s) is/are made. Your analysis should identify and consider the following:

- 1) **The topic** of study or interest. (This could be stated broadly, such as “race in the Americas” or more specifically, such as “the use of scientific testing to discriminate against indigenous groups in the state of Oaxaca”.)*
- 2) **Argument (or main point)** that the author attempts to make about the topic.*
- 3) **Support** that the author presents. What effects do these strategies/evidence/examples have on the larger narrative?*
- 4) **Method** of analysis. Does this author use ethnographic interviews, discursive analysis (focusing on language and representation), historical/archival research, scientific testing, etc.? What effect does this method have on the larger narrative?*
- 5) **Type** of literature. Rather than simply identifying the type and moving on, pay attention to how the type of writing affects how things are expressed. In other words, what does this particular format enable?*
- 6) **Your personal reflection** or how you relate to (make meaning) of the text and what you think might be the larger implications of the study for society at large or the community(ies) with which you identify. This is really your chance to tell me what you thought or felt about the readings. This is also a nice way to conclude your paper.*

FINAL PROJECT

In order to explore the themes and issues of this course more deeply, please choose ONE of the following options. Must submit a 1 page paper proposal by **Weds. 7/10**.

Paper proposals must:

- a) Provide a brief description of proposed project
- b) Show evidence of preliminary research (3 titles of possible outside sources)
- c) Be approved by me.

NOTE: If you decide to change your project in ANY way, please be sure to discuss with me, otherwise you run the risk of completing a project that I have not approved and may be subject to failing grade.

Option A: Review of Literature/Argument Analysis

- 1) Choose one the course topics as stated in the syllabus (i.e. “Native Feminisms,” “Reports from the Rez,” “Decolonization” or a related topic not listed)
- 2) Find **ONE outside book AND ONE outside academic journal article** on your chosen topic or a related topic.
- 3) Prepare an 8-10 page research paper comparing the two readings. Your comparison should begin by stating each author’s argument, and then provide analysis of how each author makes his or her argument, and how or why this is effective, in your opinion. You must also explicitly relate the readings to larger course themes.
- 4) Must contain a “WORK CITED” page.

Option B: Artistic Composition/Production

- 1) Choose one the course topics as stated in the syllabus (i.e. “Native Feminisms,” “Reports from the Rez,” “Decolonization” or a related topic not listed)
- 2) For this option you may do one of the following: a) Compose a song b) produce a piece of visual art c) produce a short film (may be fictional or documentary-style) d) compose a spoken word piece.
- 3) You will present or perform your composition during the final exam.
- 4) Must be accompanied by a 3-5 page report that contains the following sections:
 - a. Explanation of your inspiration.
 - b. Explanation of the construction process.
 - c. How it relates to or demonstrates the chosen course theme or related issue.
 - d. Must present and cite at least ONE outside reading (book or academic journal).
- 5) Must contain a “WORK CITED” page.

*All papers should be double-spaced and must follow MLA format and contain a “Works Cited” page.**
(For MLA guidelines and examples please see: <http://owl.english.purdue.edu/owl/search.php>)

ALL PAPERS (INCLUDING THE WRITTEN PORTION OF OPTION B) WILL BE DUE ON Friday 8/2 by 6 pm. All late papers will be marked down at the professor’s discretion.

Student Consent for Release of Student Information

I hereby authorize the UCSD Ethnic Studies Department to return my graded final examination/research paper by placing the examination/research paper in a location accessible to all students in the course. I understand that the return of my examination/research paper as described above may result in the disclosure of personally identifiable information, that is not public information as defined in UCSD PPM 160-2, and I hereby consent to the disclosure of such information.

Quarter: _____

Course: _____

Instructor: _____

Student I.D.#: _____

Print Name: _____

Signature: _____