

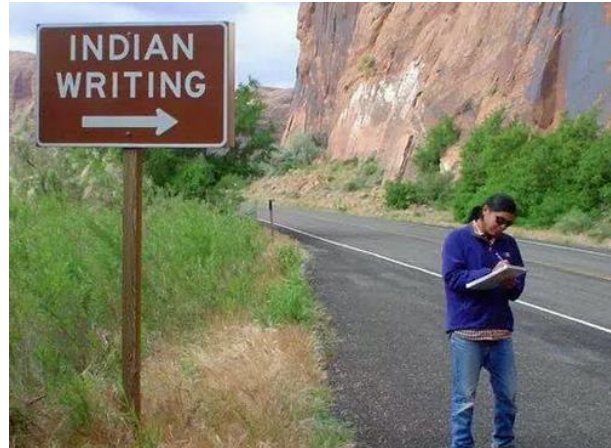
ENGLISH 244-12098
INTRODUCTION TO NATIVE AMERICAN LITERATURES

Professor Kirby Brown
Office: 523 PLC
Office Hours: T 10am-11am, Th 2pm-4pm, or by email appointment
kbrown@uoregon.edu

Class Meetings
TTh 12:00pm-1:20pm
ESL 107

COURSE DESCRIPTION

In 1968, Kiowa writer N. Scott Momaday's *House Made of Dawn* was awarded the Pulitzer Prize for American literature. Momaday's award signaled for many the "arrival" of Native authors to the American literary scene, and ushered in an unprecedented era of Native literary production widely known as the Native American Renaissance. While the explosion of Native writing and the critical tradition that emerged from it carved out much needed cultural and institutional spaces for Native self-representation and Native Studies, it had the unintended effect of privileging contemporary Native novels over writing from other periods and across a variety of genres and forms. This introductory survey of Native American literature widens the net to include an array of native self-



representation across genres, regions, periods, forms and tribal nations. We will read cultural critiques and policy debates alongside short stories and novels, as well as juxtapose drama and short films alongside YouTube videos, op-eds, and other media.

LEARNING OUTCOMES

- Situate conventional literary texts alongside other cultural forms in which Native peoples have exercised self-representation, always being careful to locate writers and texts within their appropriate historical and tribal/cultural contexts.
- Gain a more complicated understanding of and appreciation for the diversity and complexity of Native American intellectual and cultural production.
- Develop a historically-nuanced grasp of some of the major issues, questions, and concerns that run throughout Indian Country today, specifically the relationship between cultural production, federal policies, and contemporary movements toward Native sovereignty and self-determination.
- Consistently work to hone close, critical reading skills applicable to a variety of textual forms and intellectual/professional contexts
- Develop capacities to engage in thoughtful, critical debate around questions of race, class, gender, sexuality, nation, citizenship, and belonging.

REQUIRED TEXTS

Thomas King (Cherokee), *The Truth About Stories: A Native Narrative*. (TTAS)

Leann Howe (Choctaw), *The Miko Kings: An Indian Baseball Story*. (MK)

Sherman Alexie (Coeur d'Alene), *The Toughest Indian in the World*. (TIIW)

Devon Mihesuah (Choctaw), *American Indians: Stereotype and Realities* (AISR)

Other readings, videos, and music via Canvas

All primary course texts on reserve in the Knight Library

SUPPLEMENTARY TEXTS ON RESERVE IN THE KNIGHT LIBRARY

Colin Calloway, *First Peoples: A Documentary Survey of American Indian History*, esp. chapters 5-8. This text is an accessible introduction to Native American history which will supplement the historical contexts discussed in class.

PARTICIPATION AND ATTENDANCE

You are expected to attend class regularly, remain current with reading assignments, **bring assigned texts and writing materials to class**, and **make substantive contributions** to class discussions.

Missing class regularly will severely impact your grade due to missed in-class group assignments, free writing assignments, daily/weekly quizzes, and class discussions. If you miss class, **it is your responsibility entirely** to approach your fellow classmates to get notes for that day and catch up on any material you missed.

Students who observe religious holidays that conflict with academic requirements must inform instructors and make compensatory arrangements **in advance of the holiday**.

ASSIGNMENTS AND ASSESSMENT

This course offers a variety of assignments by which your performance is assessed. These include class participation and group work, weekly reading quizzes, online exercises, short writing assignments, and two exams. All assignments are due at the **beginning of the class** on which they are due. **Late assignments will be docked 1/2 grade point for every day they are late.**

GRADING

Reflection Essay	5%
Reading Journal	10% (cr/ .5 cr/no cr)
Quizzes/In-class assignments	10%
Course Discussion Forum	20%
Midterm Examination	25%
Final Examination	30%

GRADE POINT DISTRIBUTION

F <59.5	C+ 77.6-79.5
D- 59.6-63.5	B- 79.6-83.5
D 63.6-67.5	B 83.6-87.5
D+ 67.6-69.5	B+ 87.6-89.5
C- 69.6-73.5	A- 89.6-93.5
C 73.6-77.5	A 93.6-97.5

NOTE: Meeting the minimum requirements for the course (attending consistently, regular participation, meeting deadlines) will typically result in an average grade, or a C on the college scale. Higher grades are awarded based upon **exceeding minimum expectations** per my discretion.

COURSE CONTENT AND INTELLECTUAL DISCUSSION

Due to the **ongoing** histories/experiences of settler-colonial violence, racism, dispossession, and genocide that frame both the colonization of the Americas and Indigenous responses to it, this course will openly engage these and related issues without censorship. If content makes attendance and participation impossible, please see me to make alternative arrangements.

CLASS COMMUNICATION

Get in the habit of checking your UO email account regularly (**i.e. daily**) as this will be our primary means of communication outside of class. **Please be aware that I will not respond to emails sent after 5pm or on the weekend until the next weekday.**

CONVENTIONS OF ADDRESS

Speaking to a professor, instructor, administrator, staff member, employer, manager, or colleague is different (at least initially) from speaking/texting with a friend, family member, or other familiar relation. In a professional, intellectual context like the University, it is conventional to refer to faculty, administrators, staff, GTFs and

others by their titles (Doctor, Professor, Instructor, Coach, preferred gender/ gender neutral titles, etc.) unless explicitly instructed otherwise. You should also get into the habit of including greetings, salutations, and language appropriate to such contexts. I will always respectfully refer to you according to your stated preferences and the appropriate context; I expect that you'll reciprocate in kind.

INCLEMENT WEATHER

In the case of inclement weather, please check the UO homepage, UO Alerts Blog, and local weather stations for information on travel, closures and cancellations. If inclement weather makes traveling to campus difficult, I will notify you by email about whether we are holding class. Whether or not I decide to hold class, you should use your own judgment about the safety of traveling to campus.

INCLUSION & ACCESSIBILITY ACCOMMODATIONS

If you have a documented need that necessitates accommodations in this course, please make arrangements to meet with me as soon as possible and request that a counselor at the [Accessible Education Center](#) send a letter verifying your requests.

TITLE IX POLICY AND REPORTING RESPONSIBILITIES

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Consequently, **all UO employees are required to report** to appropriate authorities (supervisor or Office of Affirmative Action and Equal Opportunity) when they have **reasonable cause** to believe that discrimination, harassment or abuse of any kind has taken, or is taking, place. Employees are NOT required to reveal the names of survivors, however.

ACADEMIC MISCONDUCT

The [University Student Conduct Code](#) defines [academic misconduct](#). Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. Additional information about a common form of academic misconduct, plagiarism, is available [here](#).

COURSE SCHEDULE

<u>Date</u>	<u>Texts</u>	<u>Assignment Due</u>
Week 1		
Sept. 29	Introductions, Logistics, & the Stories We Tell TEXTS: Syllabus, "Strategies for Close Reading;" "What I (Think) I Know About American Indians" (Canvas)	
Oct. 1	TEXT: King, <i>TTAS</i> , Chs. 1 & 2 CONTEXTS: Mihesuah, "11. Indians are a Vanished Race," "1. Indians are all alike," & "22. Indians know all the histories"	
Oct. 2		REFLECTION ESSAY
Week 2		
Oct. 6	Unit 1: Popular Culture, Representation, and Gender TEXT: Apess, "Eulogy On King Philip" (Canvas) CONTEXTS: Mihesuah, "Afterword: The Effects of Stereotyping"; 1491s & Ryan Red Corn, " Bad Indians "	

Oct. 8	TEXTS: Johnson, "A Strong Race Opinion: On the Indian Girl in Modern Fiction" and "A Red Girl's Reasoning" (Canvas)	
	CONTEXT: Mihesuah, "8. Indians did not value or empower women"	
Oct. 9		DISCUSSION POST #1 (1,3,5,7)
Week 3		
Oct. 12		DISCUSSION RESPONSE #1 (2,4,6,8)
Oct. 13	TEXT: Mojica, <i>PP&BS</i> (through Trans. 3) (Canvas); <i>PP&BS</i> : Structure and Timeline	
	CONTEXTS: Green, "The Pocahontas Perplex" (Canvas); Mihesuah, "4. Indians had no civilization..."	
Oct. 15	Guest Speaker: Dr. Theresa May, Department of Theatre Arts TEXT: Mojica, <i>Princess Pocahontas and the Blue Spots</i> (Trans. 4-7) (Canvas)	
Oct. 16		DISCUSSION POST #1 (2,4,6,8)
Week 4		
Oct 19		DISCUSSION RESPONSE #1 (1,3,5,7)
Oct. 20	TEXT: Mojica, <i>Princess Pocahontas and the Blue Spots</i> (Trans. 8-13) (Canvas)	
	CONTEXTS: Erdrich, " Rape on the Reservations "; Rebecca Belmore, " Fringe " (Canvas)	
Oct. 22	MIDTERM EXAM	JOURNALS DUE
Week 5	Unit 2: Assimilation and the Assault on Native Nations, Lands and Families	
Oct. 27	TEXTS: King, <i>TTAS</i> , Ch. 5; Zitkala Sa/Gertrude Bonnin, "School Days of an Indian Girl" (Canvas)	
	CONTEXT: Mihesuah, "16. Indians are not capable of completing school"	
Oct. 29	TEXTS: Zitkala-Sa/Gertrude Bonnin, "School Days of an Indian Girl" (cont); Oskison, "The Problem of Old Harjo" (Canvas)	
	CONTEXTS: Zitkala Sa/Gertrude Bonnin, "Why I Am A Pagan" (Canvas)	
Oct. 30		DISCUSSION POST #2 (1,3,5,7)
Week 6		
Nov. 2		DISCUSSION RESPONSE #2 (2,4,6,8)
Nov. 3	TEXTS: Oskison, "The Problem of Old Harjo" (cont);	

	Bronson, "The Serpent" (Canvas)	
	CONTEXTS; Montezuma, "Let My People Go!" (Canvas)	
Nov. 5	TEXTS: King, Ch. 4; Howe, <i>Miko Kings</i>	
Nov. 6		DISCUSSION POST #2 (2,4,6,8)
Week 7		
Nov. 9		DISCUSSION RESPONSE #2 (1,3,5,7)
Nov. 10	TEXT: Howe, <i>Miko Kings</i> , CONTEXTS: <i>His Last Game</i> (silent film; in-class screening)	
Nov. 12	TEXT: Howe, <i>Miko Kings</i> , CONTEXTS: Howe, "Tribalography: The Power of Native Stories" (Canvas)	
Nov. 13		DISCUSSION POST #3 (1,3,5,7)
Week 8		
Nov. 16		DISCUSSION RESPONSE #3 (2,4,6,8)
Nov. 17	TEXT: Howe, <i>Miko Kings</i> , CONTEXT: Howe, "Choctaw Aesthetics" (Canvas)	JOURNALS DUE
Nov. 19	Unit 3: Writing Contemporary Native Lives TEXT: King, <i>TTAS</i> , Ch. 2; Alexie, "Assimilation" CONTEXT: King, " I'm Not the Indian You Had in Mind " (short film)	
Nov. 20		DISCUSSION POST #3 (2,4,6,8)
Week 9		
Nov. 24	TEXT: Alexie "Class" and "The Sin Eaters" CONTEXT: Risling-Baldy, " On Telling Native People to "Just Get Over It, or Why I Teach The Walking Dead in my Native Studies Classes" "	DISCUSSION RESPONSE #3 (1,3,5,7)
Nov. 26	INDIGENOUS PEOPLES DAY: NO CLASS	
Week 10		
Dec. 1	TEXT: Alexie, "The Toughest Indian in the World" & "Indian Country" CONTEXT: As They Are: Two-Spirited People in the Modern World (18 min., short film)	
Dec. 3	TEXT: Alexie, "Saint Junior" and "One Good Man"	JOURNALS DUE

Week 11

Dec. 10

TAKE HOME FINAL EXAM DUE VIA CANVAS BY 10AM