Both McNickle and Erdrich were born into métis or mixed families on the northern plains, and wrote novels about the life of native and immigrant peoples in and around a fictionalized version of a reservation; the Flathead Reservation in Montana and the Turtle Mountain Reservation in North Dakota. Both have written children’s books in addition to novels, poetry, memoirs or works of history. By reading several novels by each author, we will have the opportunity to explore key themes and motifs in the work of each, and to learn about Native American history in this region. The amount of reading is substantial, but these novels are a pleasure for most.

The following books are available at the UO Duckstore:

by D’Arcy McNickle: Wind from an Enemy Sky (1978)
    The Surrounded (1936)
    Runner in the Sun (1954)

by Louise Erdrich: Tracks (1988)
    The Birchbark House (1999)
    The Last Report on the Miracles at Little No Horse (2001)
    The Round House (2012)

Students are encouraged to obtain the books and read them on paper, and to use bookmarks and highlighters to make annotations on the pages. For every class meeting, students should have the books and other readings (such as short stories by McNickle) in print and at hand. Because your computer will be occupied with the zoom meeting, it helps to have the reading assignments on paper.

Remote Instruction Spring 2021:
As stated in the class schedule, the course will meet in zoom video on Tuesdays and Thursdays from 10:15 to 11:45. Attendance is strongly encouraged, and attendance grades are based on attendance at all 20 meetings. The presentation assignment also will take place in the zoom meetings, in the breakout group. Quizzes and the final exam will be conducted using Canvas, in the four discussion groups: Dakota, Manitoba, Minnesota and Montana. Consult the canvas site for a list of groups and members.

Keep in mind that the temporary grading policy changes for 2020 are no longer in force. If you wish to count this class for your major you need to take it for a letter grade. For English majors, you need a grade of C or better for it to count for the major.
Learning Outcomes for English department courses:

1. To analyze literary and cultural texts with discernment and comprehension and with an understanding of their conventions.
2. To draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts.
3. To perform critical, formal analyses of literary, cinematic, and other cultural texts.
4. To write focused, analytical essays in clear, grammatical prose.
5. To use logic, creativity, and interpretive skills to produce original, persuasive arguments.
6. To use primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis.

Learning Objectives for this particular Course:

1. Understand key events and processes in Native American history since the late 19th century, such as the Métis rebellion, the Dawes Allotment act, the long-term trauma of boarding schools and violence against women.
2. Be able to trace autobiographical and historical sources in fiction by these two authors, and place them in the context of the information in #1.
3. Understand and compare the genre conventions of short story, novel, and young adult fiction as produced by these two authors.
4. Read and understand literary scholarship about the two authors and and be able to present this material to classmates in oral and written form.

Requirements and Assignments:

- Complete the reading assignments as listed in the three modules on Canvas
- Join the virtual meetings on zoom, and participate in the breakout group discussions and presentations
- Complete five quizzes or worksheets worth 6 points each. 30 points.
- Schedule, prepare and deliver a presentation to the sub-group of 9-10 students, based on a work of scholarship about the novel we are reading on that day. 10 pts.
- Essay that builds upon the presentation about scholarship on one author and novel: 15 points
- Essay on the other author, analyzing a short story by the same author, or an historical/mythological event or story related to the novel. 20 points
- Attendance and participation, 10 points (attendance at virtual class meeting is .5 pts)
- Final exam on Canvas, June 10th 15 points

Grading Scale
F <59.5    C- 69.6-73.5    B- 79.6-83.5    A- 89.6-93.5
F signifies that major parts of the coursework were not completed or, if completed, show very little understanding of course material and learning objectives. D signifies inadequate understanding of the material and some or all unmet learning objectives. C signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application. B signifies a good level of achievement, a grasp of the material, and the ability to apply it at several but not all levels. A signifies an exceptional level of achievement, including a superb command of the material, the ability to apply it at many different levels, strong intellectual curiosity, and well-crafted work. A+ signifies that the instructor has no constructive criticism to offer of the student’s work. It is flawless.

Schedule of Readings:

March 30  Introduction to the course; read McNickle’s “Hard Riding”

April 1    Wind from an Enemy Sky chaps. 1-10 and “Snowfall”
            watch video, “The Place of Falling Waters” pt. 1

April 6    Wind from an Enemy Sky chaps. 11-19
            “The Place of Falling Waters” pt. 2

April 8    Wind from an Enemy Sky chaps. 20-32.
            Presentations Day: articles by Shari Huhndorf and Scott Pratt, or Karen Piper

April 13   The Surrounded chaps. 1-9; and sources for tales in chapter 6

April 15   The Surrounded chaps. 10-22 and “Meat for God”

April 20   The Surrounded chaps. 23-34
            Presentation Day: articles by Robert Dale Parker, Enrique Lima, or Louis Owens

April 22   The Round House chapters 1-5 pp. 1-108

April 24   Essay on McNickle due (for those presenting on Erdrich)

April 27   The Round House chapters 6-8 pp. 109-199

April 29   The Round House chapters 9-11 pp. 201-317
            Presentations Day: articles by Jacob Bender and Lydia Maunz-Breese, or by Linda Castor, or the 2018 JSMA exhibit based on The Round House

May 4      Tracks chaps. 1-5

May 6      Tracks chaps. 6-9
Presentations Day: articles by Victoria Brehm, David Treuer, or Dennis Walsh

May 11  The Last Report on the Miracles at Little No Horse chaps. 1-5

May 13  The Last Report on the Miracles at Little No Horse chaps. 6-8 (end of Pt. 2 p. 158)

May 18  The Last Report on the Miracles at Little No Horse Pt. 3 (ch. 9-15 or pp. 161-253)  Presentations Day: Articles by Allison Chapman, J. James Iovannone, or Deirdre Keenan

May 20  The Last Report on the Miracles at Little No Horse Pt. 4 (pp. 254-361)

May 25  Birchbark House chaps. 1-8 (“Summer” & “Fall”)

May 27  Birchbark House chaps. 9-14 (“Winter” & “Spring”)  Presentations Day: articles by Elizabeth Gargano, Peter Beidler, or Don Latham

May 30  Essays on Erdrich due (for those who presented on McNickle)

June 1  Runner in the Sun chaps. 1-9

June 3  Runner in the Sun chaps. 10-17  Presentations Day: articles by Dorothy R. Parker or James Ruppert

June 10  Final Exam 8 am

Accessibility:
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu

Academic Integrity:
The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. I will ask you to certify that your exams/papers are your own work. Exams are administered in Canvas and untimed. I have designed them with the expectation that you will have access to course materials and the Internet when you take them—and that’s just fine. I will be looking to see evidence of critical thinking and your ability to put the concepts we’re working on into action in response to the exam prompts.
Academic Disruption due to Campus Emergency:
"In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined in this syllabus or subsequent syllabi."

Prohibited Discrimination and Harassment Reporting:
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the Employee Responsibilities section of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

Mandatory Reporting of Child Abuse:
UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.