English 316: “Native Feminisms and Fictions: Theory and Practice”
TR 2:00-3:20pm
Lillis Hall 175

Dr. Joyce Pualani Warren
Office: 265 PLC
Office Hours: W: 10:00am-12:00pm (PLC 265)
Email: JWarren@uoregon.edu. I will not accept electronic submissions of assignments. Please put ENG 316 in the subject line of all course communications.

Course Description:
This course will examine Native women’s fiction, paying particular attention to the ways its form and content uphold and contest terms like “feminism,” “fiction,” and “native.” The central concern of this course is Native women’s textual representations of their bodies and voices, both physical and figurative. We will examine texts by writers from various Pacific Islands and North America. Using the Native Hawaiian concept of “makawalu,” which means to view something from multiple perspectives, we will trace theories of Native feminisms as they play out in connection to the environment, reproduction, race, nuclearization, sovereignty, and sexuality, among other concepts. This intersectional genealogy will guide our critical analysis of short stories and novels, as well as their cinematic adaptations and representations in popular culture.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Close Reading 1</td>
<td>5%</td>
</tr>
<tr>
<td>Close Reading 2</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Leader</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Required Texts:
Course Packet
Sia Figiel, *They Who Do Not Grieve*
Patricia Grace, *Potiki*

Preparation:
None of the above requirements are possible without adequate preparation. This means that you have actively read the assigned texts more than once and have come to class prepared with questions, selected passages you want to discuss, etc. See the handout for tips on how to effectively close read. This also means that you have completed any assignments before class meets.
Participation:
I urge you to take ownership of your educational experience through active discussion in this class. While I intend to impart a bit of knowledge, I am also looking forward to listening to what you have to say and letting the interests of the class impact the direction of the conversation. And though conversation is the most obvious form of participation, I want to stress that you do not have to have all the answers. Rather than stressing out while trying to impress the rest of us with an insightful, definitive reading of a text, feel free to participate by starting the discussion off with a thoughtful question or by actively listening to your classmates. Participation also includes any in-class assignments, writing exercises, or group work.

Keep in mind that collegiate-level critical thinking and discussion also require respect for your instructor and your classmates. This course is a safe space for all opinions, and I expect that we will use appropriate language, tone, and behavior for all course interactions.

Quizzes:
Announced or otherwise, quizzes will be given mainly to ensure that everyone is keeping up with the reading. However, if everyone is participating there will be no need for pop quizzes and I will gladly let you know of any planned quizzes well in advance.

Close Reading Response Guidelines:
This 2-3 page assignment asks you to focus on a specific aspect of a text as a starting point and, in the process of unpacking it, explore the text further. Think of this short assignment as the opportunity to develop an idea, posit a question, explore an interpretation, or disagree in a scholarly fashion. Submissions should have a solid thesis and sufficient textual evidence, and adhere to MLA format. Pay close attention to the relationship between form and content and also consult the Close Reading Tips handout.

Good papers will:
- **Start small**
  - Remember that 2-3 pages is not enough space to engage an entire text. Rather, focus on a specific aspect and expound upon the ways in which that aspect relates to/enhances/develops the text as a whole.
- **Analyze rather than summarize**
  - You may assume that I am familiar with the required readings. Rather than restating facts, engage the text and offer your own reading.
- **Make connections**
  - The readings for this course have been chosen because they are in many ways part of a similar critical and literary conversation. An issue from one reading may remind you of another text. Feel free to engage more than one text in a response paper if you feel that there is a scholarly dialogue between the two.
- **Cite specific quotes**
Using a specific quote helps focus your attention. Interpreting prescient passages and their implications strengthens a reading more than vague generalizations. Also, identifying key passages often makes it easier to write about any questions you may have.
**Discussion Leaders:**
Once during the quarter, each student will be part of a group of approximately 6 students, responsible for leading a discussion of the day’s assigned readings. Each group should prepare a 12-minute presentation, as well as generate questions for our larger class discussion.

Your presentation should include a 1-2 page handout, distributed to the class, which includes:

1) A brief summary of the theoretical or critical texts’ main arguments.
2) Definitions of key terms.
3) Connections to specific aspects of the form and/or content of the literary texts.
4) An analysis of the assigned readings strengths and weaknesses in advancing Native feminisms.

**Midterm:**
This in-class exam will require you to identify and close read key scenes and images, as well as define key terms.

**Final Essay:**
This 5-page essay requires you to use one theoretical text as the framework for a critical analysis of 1-2 literary texts. Topics will be distributed at a later date. The final draft is due to Canvas by 2pm on Monday, June 11, 2018.

---

**Course Policies**

**Attendance:**
You are not required to notify me in advance of any absence. However, you are required to check in with a classmate about announcements made in class, and to procure notes. I will take attendance regularly. **More than 2 absences will impact your participation grade. Make-up exams will only be given in cases of documented illness or emergency.**

**Late Assignment Policy:**
I do not accept late assignments. If, at my discretion, a student is allowed to submit a late assignment, it will be penalized 1/3 letter grade for every day that it is late, except in cases of documented illness or emergency.

**Academic Misconduct:**
Don’t do it! Students who commit academic misconduct will receive no credit for the assignment, and may be reported to the Dean of Students. If you have any questions about possible misconduct in your assignment(s) or class performance, drop by my office hours or consult the Student Conduct Code: [https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code)
Accessible Education Center:
If you have a documented disability and have made arrangements with the AEC, please notify me to ensure that I make adequate accommodations for you. Information about services and accommodations is available at https://aec.uoregon.edu/

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 pronouns/titles, etc.) unless explicitly instructed otherwise. 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.

Technology-Free Zone:
Unless you have a documented need, refrain from using laptops and cell phones during lecture.

Reading Schedule

Pō as Cosmogony: A Gendered and Genealogical Account of the Creation of the Universe
Week 1:
4/3: Introductions
     Expectations

4/5: **Syllabus Sheet Due**
     Lili‘uokalani, *The Kumulipo* (selections)
     Tina Makereti, “Twitch”
     Robyn Kahukiwa and Patricia Grace, *Wahine Toa* (Te Po and Papatuanuku)

Sovereignty and Mana Wahine and/as Native Feminism
Week 2:
4/10: Maile Arvin, Eve Tuck, Angie Morrill, “Decolonizing Feminisms: Challenging Connections between Settler Colonialism and Heteropatriarchy”
      Haunani-Kay Trask, “Typology on Racism and Imperialism”
4/12: Huia Tomlins Jahnke, “Towards a Theory of Mana Wahine”
   Selina Tusitala Marsh, “Theory ‘versus’ Pacific Islands Writing: Toward a *Tama’ita’i* Criticism in the Works of Three Pacific Islands Women Poets”

Gendering Te Pō and Whenua: Women’s Bodies, Narrative Form, and Māori Nationalism
Week 3:
4/17: Patricia Grace, *Potiki* (Part 1)

4/19: Grace, *Potiki* (Part 2)
   Elizabeth DeLoughrey, “The Spiral Temporality of Patricia Grace’s *Potiki*”

   **Discussion leaders:**
   **QUIZ 1**

Week 4:
4/24: Grace, *Potiki* (Part 3)
   Briar Wood, “Mana Wāhine and Ecocriticism in Some Post-1980s Writing by Māori Women”

   **Discussion leaders:**

   “Sisterhood is Global” (?): Global and Local Articulations of Blackness
4/26: Alice Walker, “Womanist Definition”
   Alice Walker, “Everyday Use”
   Hazel Carby, from “White Women Listen!”
   bell hooks, “The Politics of Radical Black Subjectivity”

   **Discussion leaders:**

Week 5:
5/1: Screening: *Polynesian Panthers*
   Teresia Teaiwa, “Mela/Nesian Histories, Micro/Nesian Poetics”

5/3: **MIDTERM EXAM**

Malu and/ as Diaspora: Samoan Women’s Bodies as Intergenerational Texts
Week 6:
5/8: Albert Wendt, “Tatauing the Postcolonial Body”
   Sia Figiel, *They Who Do Not Grieve*

5/9: Extra Credit Opportunity: Dr. Margaret Hiza Redsteer and Dr. Karletta Chief, “Climate Change and Indigenous Peoples Lecture,” Many Nations Longhouse, 6:30pm
5/10: Figiel, *They Who Do Not Grieve*

CLOSE READING 1 DUE

Week 7:
5/15: Figiel, *They Who Do Not Grieve*
Juniper Ellis, “*Tatau* and *Malu*: Vital Signs in Contemporary Samoan Literature”

Discussion Leaders:

5/17: Writing Workshop

Reclaiming Hawaiian Sovereignty: Gender, Genealogy, and Genetics

Week 8:
Trask, “Women’s *Mana* and Hawaiian Sovereignty”
U.S. Congress, “Apology Bill: Public Law 103-150”

CLOSE READING 2 DUE


Listen to *Code Switch Podcast*, “The Difficult Math of Being Native American”

Discussion leaders:

Liminality as Belonging: Afakasi and Hapa Women in the Diaspora

Week 9:
5/29: Selina Tusitala Marsh, “Afakasi Pours Herself Afa Cup of Coffee”
*Hawaiian Family Portraits*, https://www.adriennepao.com/family-portraits/
Laura Kina, “*Hawaiian Cover-ups: An Interview with Adrienne Pao*”*
Maile Arvin, “Analytics of Indigeneity”

Discussion leaders:

Queer(ing) Native Families:
5/31: Kristiana Kahakauwila, “The Old Paniolo Way”
Mary Kawena Pukui, from *The Polynesian Family System in Kaʻu Hawaiʻi*
Stephanie Nohelani Teves, “Bound in Place: Queer Indigenous Mobilities and ‘The Old...
Week 10:
6/5: Screening: *Kumu Hina*  
Ngahuia Te Awekotuku, “Dykes and Queers: Facts, Fairytales, and Fictions”
6/7: Quiz 3

6/11: Final Essay Due on Canvas, 2pm