

NAS 05: Native American Literature
Contemporary Issues of Social Justice & California Indigenous Peoples
Fall 2014

Instructor: Cutcha Risling Baldy	Office: 3133 Hart Hall
Course Number: 52431	Office Hours: Thurs. 12:30-2:30 p.m. OR by Appt.
Class Date/Time: T/TH 10:00 – 11:50 a.m.	Email: crislingbaldy@ucdavis.edu
Class Location: Wellman 205	Phone: 858-740-4544 (Text)

Required Texts & Materials

- Various Readings uploaded to SmartSite
- Links/ Online Readings & Videos as noted in schedule

Course Goals & Objectives

This course focuses on analysis and understanding of Native American Literature. Emphasis is placed on types and forms of literary analysis, writing, close reading and critical thinking. Students will develop composition skills, analytical skills, and strategies for composition organization. For this quarter this class will primarily focus on Social Justice & California Indian Peoples. Throughout the quarter we will be looking at a wide range of poetry, non-fiction and fiction primarily written by Native American people of different tribal backgrounds. The goals of this course are to provide you with a basic knowledge of the histories and varieties of Native American literary expression and to help you learn strategies for writing successful compositions. This course will not cover the entirety of Native American literature or history, in fact we will only begin to “scratch the surface” of the many compelling material available. **The guidelines require that you produce 6,000 words of original, polished material during the course of the class.** While the assignments may not specify “word minimums” for each essay they will provide you suggestions for the appropriate length of each assignment’s final draft. Rather than focus on an arbitrary length, it is important that you focus on developing your ideas in thorough and meaningful ways. There will be numerous writing assignments, both formal and informal, where you can express your thoughts and ideas about the works we read and discuss. We may not be reviewing or discussing every reading that is part of the writing assignments. **Occasionally, your writing assignments may ask you to engage with texts we did not cover in class, so that you will start to consider these works on your own outside of class discussion.**

Course Policies

Respect & Community: Please refer to the University’s “Principles of Community” for guidelines on class participation. In this classroom we value openness, honesty, courtesy and professionalism. Participation includes attendance, in-class activities, and discussion. Attendance in class is mandatory. If you are going to miss a class for any reason you must give reasonable notice to the instructor. Absence excuses will be considered on an individual basis.

Cell Phones: The use of cell phones for texting, emailing and/or other “leisure” activities during class is prohibited.

Plagiarism: Plagiarism is a serious offense and will be dealt with accordingly. Please visit <http://sja.ucdavis.edu> for university standards.

SmartSite and Email: Students should check their email daily for class updates and announcements. A Smartsite Page has been set up for this course. Supplemental materials are available exclusively on Smartsite.

Language Proficiency: If your written use of the English language needs significant improvement, I strongly recommend visiting the Learning Skills Center in Dutton Hall.

Late Work: Late work will not be accepted unless prior arrangements have been made with the instructor. Only serious, documented circumstances will be considered.

Mandatory Meetings: Students are encouraged to meet with the instructor during office hours to discuss your essays and work. Students are required to meet with the instructor once during the quarter about the first essay. If you do not make your scheduled meeting you will receive a 0/40 on your draft assignment.

Changes to Syllabus: The instructor reserves the right to make changes to the syllabus and course schedule as needed.

Class Materials: You must bring a copy of the text that we are reading to class with you. Not having your text is irresponsible and unprofessional. I leave this to you to decide how you will have access to these readings either via phone, tablet device, computer, or printed copies. I will not be providing copies for you in class. Occasionally, I will be asking you to respond directly to readings. **You will need these readings in order to complete these written responses.** Please note that it is important that you take notes during class as much of the information discussed in class will not be included in the Power Point Presentations.

Grading:

Course grades will be assigned according to the following scale:

93 – 100% A	87-89% = B+	77-79% = C+	67-69% = D+
90-92% = A-	83-86% = B	73 - 76% = C	63 - 66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

Summary of Assignments:

100 points	Essay #1 (Outline- 10; Draft-40; Final- 50)	100 points	Writing Response (2 @ 50 points each)
100 points	Essay #2 (Outline- 10; Draft-40; Final- 50)	100 points	Midterm
50 points	In Class Participation (5 @ 10 points each)	100 points	Final Exam
100 points	Reading Responses (4 @ 25 points each)		

Assignments:

Essays (#1, #2): There will be two essay assignments during the quarter. Please refer to the syllabus calendar below for the dates of these assignments. Prompts for the essay assignments will be handed out during class and posted on the SmartSite. Essays will be **submitted via SmartSite** and are generally due at **11:59 p.m.** on the day noted in the syllabus. All essays should meet the following basic guidelines:

- 3-5 pages
- 12 point Times New Roman Font
- Double Spaced
- Title Page with Title, Name, Date, Quarter, **Instructor Name**, Assignment Summary (short 1-3 sentences)
- Last Name and Page # on all subsequent pages

Writing Response: You will select two writing responses to complete and submit. These prompts will be given in class. For the first response you will need to decide between 1 or 2, and for the second between 3 or 4. This will be due at **11:59 p.m.** on the day noted in the syllabus.

Reading Response: You will be given reading response guidelines. These will primarily include 1.5-2 page responses to the readings, videos or websites. **You will submit these reading responses via SmartSite by 9:59 a.m. the day of Class.** Your response will include a reflection on the theme of the course for that day. For instance, the theme of the course on October 9, 2014 is "What is Social Justice?" You will write a one page response to that theme. To receive full credit you will use at least two (2) examples from the texts to support your response (we will discuss this more in class).

In Class Participation: There will be five required in class participation activities. These activities will not be announced ahead of time. The participation activities will be on readings and/or subjects that we have gone over in class. You must be in class to complete the in class participation activity. There will be no make-up activities given.

Midterm & Final Exams: The midterm exam may be multiple choice, quote identification, short answer and essay questions. The exam will cover all readings up to the midterm date. The final exam will be cumulative for the entire quarter. We will review for the exams in class.

(SS) = Smart Site

Date:	Description	Assignments Due:
Week 0: (Th Oct 2)	<ul style="list-style-type: none"> • Introductions • Syllabus Overview 	
Week 1: (T Oct 7)	<p><u>California is a Story</u></p> <ul style="list-style-type: none"> • (SS) Introduction: California is a Story by Deborah Miranda (Ohlone) • (SS) "Genocide" from <i>Quest for Tribal Acknowledgment</i> by Sara Larus Tolley • (SS) Exploration; Colonization from <i>Lands of Promise & Despair</i> 	
Week 1: (Th Oct 9)	<p><u>What is "social justice?"</u></p> <ul style="list-style-type: none"> • Pepper Spray Incident - http://www.youtube.com/watch?v=rlccco4PRRk • Social Justice @ UC Davis - http://webcast.ucdavis.edu/lind/cb6493b <i>Please listen to talk by Angela Davis (begins at 13:20)</i> • (SS) "Imperialism, History, Writing and Theory" by Linda T. Smith (Maori) 	Reading Response #1
Week 2: (T Oct 14)	<p><u>Why We Tell Stories</u></p> <ul style="list-style-type: none"> • (SS) "Notes on Translations," "Prayer," "How PishPishi Got His Stinger," and "Ikxarámkusra Muhroohas Moon's Wives" by Julian Lang. 	
Week 2: (Th Oct 16)	<p><u>Why We Gather</u></p> <ul style="list-style-type: none"> • "Introduction" from <i>Tending the Wild</i> by Kat Anderson • "Bark Skirts" from NWC Regalia Stories http://www.nativewomenscollective.org/regaliastoriesbarkskirts.html • Mary J. Risling http://www.nativewomenscollective.org/regaliastoriespersonal/mary-j-risling-tells-us-about-maple-bark-and-bark-skirts • Naishian Richards http://www.nativewomenscollective.org/regaliastoriespersonal/naishian-richards-tells-us-about-her-bark-skirt 	Reading Response #2
Week 3: (T Oct 21)	<p><u>Why We Weave</u></p> <ul style="list-style-type: none"> • (SS) "The Root" by Shaunna Oteka McCovey • (SS) "Maiden Hair Fern" by Shaunna Oteka McCovey • (SS) "A Culture Under Glass- The Pomo Basket" by Greg Sarris • (SS) Various Baskets from <i>The Fine Art of California Indian Basketry</i> 	Essay #1 Outline
Week 3: (Th Oct 23)	<p><u>Why We Sing</u></p> <ul style="list-style-type: none"> • (SS) "A Burial Burn" by Frank LaPena • (SS) "Cahuilla Bird Song" by Georgiana Valoyce-Sanchez • Flower Dance Song (1) http://www.youtube.com/watch?v=m57JIY81vgo • Flower Dance Song (3) http://www.youtube.com/watch?v=4BS3Ge3Mb1g 	

Week 4: (T Oct 28)	<u>Why We Dance</u> <ul style="list-style-type: none"> (SS) "The Dance Dress" by Shaunna Oteka McCovey (SS) From Dream Songs and Ceremony by Frank LaPena Pomo Dancing: http://www.youtube.com/watch?v=EaOH4Zehrhl 	Writing Response 1 or 2
Week 4: (Th Oct 30)	<u>The End of The World</u> <ul style="list-style-type: none"> (SS) "The End of the World: Missionization" (pg 1-35) (SS) "Colonial Thought Experiment" by Deborah Miranda (SS) "Testimony" by Deborah Miranda 	
Week 5: (T Nov 4)	<u>Gold and Genocide</u> <ul style="list-style-type: none"> (SS) Chapter III "The Conflict and Terror" by Jack Norton from <i>Genocide in Northwestern California</i> 	Essay #1 Draft
Week 5: (Th Nov 6)	<u>Becoming a State</u> <ul style="list-style-type: none"> (SS) The Massacre at Needle Rock from <i>The Way We Lived</i> (SS) Refuge; We Had To Move Again; The Ground Cries Out from <i>The Way We Lived</i> 	Reading Response #3
Week 6: (T Nov 11)	<ul style="list-style-type: none"> NO CLASS 	
Week 6: (Th Nov 13)	<ul style="list-style-type: none"> MIDTERM (Please bring In Class Writings, a blue book, readings and notes) 	
Week 7: (T Nov 18)	<u>NAGPRA & California</u> <ul style="list-style-type: none"> (SS) Imperial Anthropology by Winona LaDuke (SS) "Juan Justo's Bones" by Deborah Miranda (SS) "Ishi at Large" by Deborah Miranda http://guides.lib.ucdavis.edu/SocialJustice_1_2_Science <i>Please listen to talk by Kim Tallbear</i> 	Essay #1 Final Draft
Week 7: (Th Nov 20)	<u>Language Revitalization</u> <ul style="list-style-type: none"> (SS) "Intensive Spanish" & "Learning How To Fish" by Deborah Miranda (SS) "Language Families in California" & "Languages Under Attack" by Linda Yamane (SS) "Boarding School" from <i>The Way We Lived</i> Love Words Project - http://www.youtube.com/watch?v=Zvt4Eba_EJM 	Reading Response #4
Week 8: (T Nov 25)	<u>The American Indian Movement & California</u> <ul style="list-style-type: none"> (SS) <i>Engaged Resistance: "Alcatraz"</i> by Dean Rader <i>We Shall Remain</i> http://youtu.be/Opbxnuw0Dw0 (watch to 31:50) 	

Week 8: (Th Nov 27)	<u>Religious Freedom & Sacred Site Protection</u> <ul style="list-style-type: none"> • “Katamiin” by Shaunna Oteka McCovey • (SS) “Lyng v Northwest Indian Cemetery Association” by Walter Echohawk • Injunuity “Buried” http://www.injunuity.org/#!/show/1 	Essay #2 Outline
Week 9: (T Nov 25)	<u>Criminalizing California Indians</u> <ul style="list-style-type: none"> • (SS) “Prisoner W-20170/Other” by Stormy Ogden (Yule River Yokuts) • (SS) “Settler Law: Criminalizing California Indian Traditions” by Stephanie Lumsden 	Reading Response #5
Week 9: (Th Nov 27)	No Class	
Week 10: (T Dec 2)	<u>Environmental Justice & Water Rights</u> <ul style="list-style-type: none"> • Stores of the River, Stories of the People - http://www.nativewomenscollective.org/storiesoftheriverexhibit.html <i>Watch the video and read through/ look at the exhibit</i> • Turtle Island http://www.injunuity.org/drupal/sites/default/files/turtle.mp4 • Shasta Dam http://www.youtube.com/watch?v=wpU5hEPSkNA 	Essay #2 Draft
Week 10: (Th Dec 4)	<u>Women’s Coming of Age Ceremonies</u> <ul style="list-style-type: none"> • Blue Jay Veil: http://www.nativewomenscollective.org/regaliastoriesbluejayveil.html • (SS) Selections from Hupa Women’s Coming of Age Ceremony • Winnemum: http://www.youtube.com/watch?v=aoNmslmbhU8 • Winnemum 2: http://youtu.be/i2KIGVaX8Js?list=PL1B3EADF606C64875 	
Week 11: (T Dec 9)	<u>#NotYourMascot & #NotYourTonto</u> <ul style="list-style-type: none"> • Racist Stereotypes in Sports (<i>Please view talk by Lois Risling 25:04 – 43:33</i>) http://www.youtube.com/watch?v=SelJGI9na7Y • (SS) “Inside the #NotYourMascot Twitterstorm” by Jacqueline Keeler • Fighting Sioux Part II (Native Appropriations Blog) -- http://nativeappropriations.com/2012/02/fighting-sioux-part-2-the-science.html • Fighting Sioux Part I (Native Appropriations Blog) -- http://nativeappropriations.com/2012/02/the-fighting-sioux-are-back-my-passionate-plea-against-indian-mascots.html 	
Week 11: (Th Dec 12)	<ul style="list-style-type: none"> • (SS) “To Make Story Again In The World” by Deborah Miranda 	Writing Response 3 or4
FINAL EXAM	Wednesday December 17, 2014 6:00 – 8:00 p.m.	Essay #2 Final