

**NAS 05: Native American Literature**

***We Sing, We Dance, We Gather, We Are - California Indian Writings, Stories and Peoples***  
**Fall 2013**

Instructor: Cutcha Risling Baldy	Office: 3133 Hart Hall
Course Number: 42351	Office Hours: Tues. 12:00- 2:00 p.m. OR by Appt.
Class Date/Time: T/TH 2:10 – 4:00 pm	Email: <a href="mailto:crislingbaldy@ucdavis.edu">crislingbaldy@ucdavis.edu</a>
Class Location: Wellman 207	Phone: 858-740-4544 (Text)

**Required Texts & Materials**

- Bad Indians by Deborah Miranda ISBN-10: 1597142018; ISBN-13: 978-1597142014
- Various Readings uploaded to SmartSite

**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 California Indian writing and literature. Throughout the quarter we will be looking at a wide range of poetry, non-fiction and fiction written by Native American people and historians of different tribal backgrounds. The primary 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, discussion and peer review questions. 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. One-on-one conferences with the instructor are available for each essay assignment; sign-up-sheets will be distributed during class.

**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 and to bring a completed essay draft to the meeting. Meetings should be during office hours. Students are encouraged to do the same for the second and third essay but are not required to do so.

**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. You can purchase text at the UC Davis bookstore or other bookstores. You must also bring copies of the readings that are available on SmartSite. 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.

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)
25 points	Essay # 1 Peer Response	100 points	Midterm
100 points	Essay #2 (Outline- 10; Draft-40; Final- 50)	100 points	Final Exam
50 points	Reading Response Quiz (5 at 10 points each)		

Assignments:

**Essays (#1, #2):** There will be three long 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**. 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

**Reading Response Quiz:** There are five quizzes throughout the quarter – *none of them will be announced*. Quizzes consist of short answer or quote identification based on the readings assigned for that particular class session. Quizzes are just one of the many reasons why you need to keep up on the readings. Quizzes are given at the start of the class and students are given approximately 10-15 minutes to complete them. **No make-up quizzes are available.**

**Essay # 1 Peer Review Response:** You will be providing a peer review to your fellow students essays. These peer reviews are an important part of the class. I will provide a list of questions and review forms for you to respond to. You will then write a full written response which you will submit to me via SmartSite and to your partner during class.

**Writing Response:** You will select two writing responses to complete and submit as an assignment. I will be giving you opportunities to free write some of these response in class. You will then decide which 2 you will submit. For the first response you will need to decide between 1 or 2, and for the second between 3 or 4.

**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 and you will be provided with a study sheet.

(SS) = Smart Site

Date:	Description	Assignments Due:
Week 1: Intro (Th Sept 26)	<ul style="list-style-type: none"><li>• Introductions</li><li>• Syllabus Overview</li></ul>	
Week 2: Intro (T Oct 1)	<ul style="list-style-type: none"><li>• (Bad Indians) Introduction: California is a Story</li><li>• (SS) "Exploration" from <i>Lands of Promise and Despair</i></li><li>• (SS) "The Invention of California" from <i>Lands of Promise and Despair</i> (pg 9-11)</li></ul>	

Week 2: (Th Oct 3)	<ul style="list-style-type: none"> <li>• (SS) "Colonization" from <i>Lands of Promise and Despair</i></li> <li>• (SS) "Genocide" from <i>Quest for Tribal Acknowledgment</i> by Sara Larus Tolley</li> </ul>	
Week 3: (T Oct 8)	<u>Why We Tell Stories</u> <ul style="list-style-type: none"> <li>• (SS) "Notes on Translations," "Prayer," "How PishPishi Got His Stinger," and "Ikxarámkuusra Muhroohas Moon's Wives" from <i>Ararapíkva</i> by Julian Lang.</li> </ul>	
Week 3: (Th Oct 10)	<u>Why We Gather</u> <ul style="list-style-type: none"> <li>• "Introduction" from <i>Tending the Wild</i> by Kat Anderson</li> <li>• "Ecological Wisdom and Prophecy of American Indian Cultures" by Jack Norton</li> </ul>	Essay #1 Outline
Week 4: (T Oct 15)	<u>Why We Weave</u> <ul style="list-style-type: none"> <li>• (SS) "The Root" by Shaunna Oteka McCovey</li> <li>• (SS) "A Culture Under Glass- The Pomo Basket" from <i>Keeping Slug Woman Alive</i></li> <li>• (SS) Various Baskets from <i>The Fine Art of California Indian Basketry</i></li> </ul>	
Week 4: (Th Oct 17)	<u>Why We Sing</u> <ul style="list-style-type: none"> <li>• (SS) "A Burial Burn" by Frank LaPena</li> <li>• (SS) "Cahuilla Bird Song" by Georgiana Valoyce-Sanchez</li> </ul>	Essay #1 Draft
Week 5: (T Oct 22)	<u>Why We Dance</u> <ul style="list-style-type: none"> <li>• (SS) "The Dance Dress" by Shaunna Oteka McCovey</li> <li>• (SS) From <i>Dream Songs and Ceremony</i> by Frank LaPena (pg 8-11, pg 16-19)</li> </ul>	Peer Response #1
Week 5: (Th Oct 24)	<b>MIDTERM (Please bring In Class Writings, a blue book, readings and notes)</b>	
Week 6: (T Oct 29)	<u>The End of The World</u> <ul style="list-style-type: none"> <li>• (Bad Indians) <i>The End of the World: Missionization</i> (pg 1-35)</li> <li>• (Bad Indians) pg 186-208</li> </ul>	
Week 6: (Th Nov 1)	<u>Gold and Genocide</u> <ul style="list-style-type: none"> <li>• (SS) Chapter III "The Conflict and Terror" by Jack Norton from <i>Genocide in Northwestern California</i></li> </ul>	
Week 7: (T Nov 5)	<u>Becoming a State</u> <ul style="list-style-type: none"> <li>• (SS) <i>The Massacre at Needle Rock</i> from <i>The Way We Lived</i></li> <li>• (SS) <i>Refuge; We Had To Move Again; The Ground Cries Out</i> from <i>The Way We Lived</i></li> </ul>	Essay #1 Final Draft

Week 7: (Th Nov 7)	<u>"Digger" Indians</u> <ul style="list-style-type: none"> <li>• (Bad Indians) Bridges: Post-Secularization (pg 37-74)</li> <li>• (SS) 111 (one-eleven) by Shaunna Oteka McCovey</li> </ul>	
Week 8: (T Nov 12)	<u>Boarding Schools</u> <ul style="list-style-type: none"> <li>• (SS) "Boarding School" from <i>The Way We Lived</i></li> <li>• (SS) "Far From Home- Sherman Institute Boarding School" from <i>Viola Martinez: California Paiute</i></li> </ul>	Essay #2 Outline
Week 8: (Th Nov 14)	<u>Anthropology</u> <ul style="list-style-type: none"> <li>• (SS) Imperial Anthropology by Winona LaDuke</li> <li>• (Bad Indians) J.P. Harrington: A Collage (pg 104-105)</li> </ul>	Writing Response 1 or 2
Week 9: (T Nov 19)	<u>Policy (Termination)</u> <ul style="list-style-type: none"> <li>• (SS) "Chumash Man" by Georgiana Valoyce-Sanchez</li> <li>• "The Old Abalone Necklaces and the Possibility of a Muwekma Ohlone Cultural Patrimony" from <i>Abalone Tales</i> by Les W. Field</li> </ul>	
Week 9: (Th Nov 21)	<u>NAGPRA</u> <ul style="list-style-type: none"> <li>• (SS) "Baskets in Museum Collections" by Linda Yamane</li> </ul>	Essay #2 Draft
Week 10: (T Nov 26)	<u>Borderlands</u> <ul style="list-style-type: none"> <li>• (SS) "Half Indian/Half Mexican" by James Luna</li> <li>• (SS) "Laverne Robert's Relocation Story: Through the Hub" from <i>Native Hubs</i> by Renya Ramirez</li> </ul>	
Week 10: (Th Nov 28)	<b>NO CLASS</b>	
Week 11: (T Dec 3)	<u>Why We Write</u> <ul style="list-style-type: none"> <li>• (Bad Indians) "Testimony" (pg 152-175)</li> </ul>	Writing Response 3 or 4
Week 11: (Th Dec 5)	<u>Why We Tell Stories, Why We Gather, Why We Sing, Why We Weave, Why We Dance</u> <ul style="list-style-type: none"> <li>• (SS) "I Still Eat All Of My Meals With A Mussel Shell" By Shaunna Oteka McCovey</li> <li>• (Bad Indians) "To Make Story Again In The World" (pg 193-208)</li> </ul>	Essay #2 Final Draft
<b>FINAL EXAM</b>	<b>Th Dec. 12, 10:30-12:30</b>	