

NAS 05: Native American Literature
Native American History: Re-writing & Re-righting
Spring 2013

Instructor: Cutcha Risling Baldy	Office: 3133 Hart Hall
Course Number: 51880	Office Hours: Wed. 2:30- 4:30 p.m. OR by Appt.
Class Date/Time: MW 12:10 – 2:00 pm	Email: crislingbaldy@ucdavis.edu
Class Location: Wellman 103	Phone: 858-740-4544 (Text)

Required Texts & Materials

- House Made of Dawn by N. Scott Momaday ISBN-10: **0061859974** | ISBN-13: **978-0061859977**
- Custer Died for your Sins by Vine Deloria, Jr. ISBN-10: **0806121297** | ISBN-13: **978-0806121291**
- Various readings uploaded to class SmartSite, Required

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 Native American women’s 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 goal of this course is to engage with what you are reading. Composition will also be an integral part of this course. **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 and blog, 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. Together, we will work to help you develop strategies for producing well-developed essays, and through this, you will find that the 6,000 total required words will come easily. It will be your responsibility, however, to ensure that you produce the appropriate amount of work. 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 counts for 100 points of your

final grade. 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. Any cell phone or device which disrupts the class or that is being used for outside class activities will result in losing points for class participation.

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; you’ll also find useful links to outside sources.

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 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 texts 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. Occasionally, I will be asking you to respond directly to readings. **You will need these readings in order to complete these written responses.** In addition, copies of the Power Point Presentations will be put online at the Smartsite for your use. You should use these presentations, as well as your own notes to study for the midterm and final. 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)	50 points	Reading Response (5 @ 10 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
25 points	Essay # 2 Peer Response	100 points	Essay #3

Assignments:

Essays (#1, #2, #3): 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** by the start of class on the day they are due - no exceptions. 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: The reading responses are short writing assignments designed to help you learn to read, annotate and gather evidence from texts for compositions and projects. These assignments are not noted on the syllabus and will be given sporadically during the quarter. The assignments will ask you to engage with the texts we are reading in some way and will be preparation for midterm and final exams. You will need these assignments for your midterm and final exams so please keep them and bring them with you to class.

Essay # 1 & Essay # 2 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. For these Peer Reviews I will provide a list of questions and review forms for you to respond to. You will go over these in class with a partner. You will then write a full written response which you will submit to me via SmartSite and to your partner during class.

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 (M April 1)	<ul style="list-style-type: none"> • Introductions • Syllabus Overview 	
Week 1: (W April 3)	<ul style="list-style-type: none"> • (SS) "Lost in Translation" and "On Romanticism" from <i>Everything You know About Indians Is Wrong</i> by Paul Chaat Smith • (Deloria) <i>Indians Today, the Real and Unreal</i> (pg 1-27) 	
Week 2: (M April 8)	<u>"Pre-History" & Oral History</u> <ul style="list-style-type: none"> • (SS) "Notes on Translations," "Prayer," "How PishPishi Got His Stinger," and "Ikxarámkuusra Muhroohas Moon's Wives" from <i>Ararapíkva</i> by Julian Lang. 	
Week 2: (W April 10)	<ul style="list-style-type: none"> • (SS) "Forward," "Preface," Part 1: "Chapter 1," "Chapter 2" from <i>Popol Vuh: The Sacred Book of the Ancient Quiché Maya</i>. 	
Week 3: (M April 15)	<u>"In the Before Time" or "First Peoples"—Coyote</u> <ul style="list-style-type: none"> • (SS) "Introduction," "The Mythic Background," "Coyote Places the Stars," "Coyote Steals Fire," and "Frybread Story" from <i>A Coyote Reader</i> by William Bright 	Essay #1 Outline
Week 3: (W April 17)	<u>"Contact" & Treaty Making</u> <ul style="list-style-type: none"> • (Deloria) <i>Laws and Treaties</i> (pg 28-53) • (SS) "Remove the Cause of Our Uneasiness" from <i>Native American Testimony</i> • (SS) "Amazons in Appalachia" by Marilou Awiakta 	
Week 4: (M April 22)	<u>Indian Removal Act (1830) & The Trail of Tears</u> <ul style="list-style-type: none"> • (SS) "Eavesdropping" by Wilma Elizabeth McDaniel • (SS) "Heartbeat of the Ancestors" by Carolyn Brandy 	
Week 4: (W April 24)	<u>"Custer's Last Stand" (1876) and "Wounded Knee" (1890)</u> <ul style="list-style-type: none"> • (SS) "I Have Spoken" by Crazy Horse • (SS) "I Walk In The History of My People" by Chrystos • (SS) "The Ghost Dance War" by Charles Eastman 	Essay #1 Draft
Week 5:	<u>Assimilation and Indian Boarding School</u>	Peer Response #1

(M April 29)	<ul style="list-style-type: none"> (SS) "A Long Story" by Beth Brant 	
Week 5: (W May 1)	MIDTERM (Please bring In Class Writings, a blue book, readings and notes)	
Week 6: (M May 6)	<ul style="list-style-type: none"> MOVIE – Rabbit Proof Fence 	
Week 6: (W May 8)	<u>California Indians</u> <ul style="list-style-type: none"> (SS) "History Lesson" by Janice Gould (SS) "I Still Eat All Of My Meals With A Mussel Shell" By Shaunna Oteka McCovey (SS) "Genocide" from <i>Quest for Tribal Acknowledgment</i> by Sara Larus Tolley 	Essay #1 Final Draft
Week 7: (M May 13)	<u>Allotment (1887)</u> <ul style="list-style-type: none"> (Momaday) – Prologue & Part 1 	Essay #2 Outline
Week 7: (W May 15)	<u>Identity & Blood Quantum</u> <ul style="list-style-type: none"> (Momaday) – Part 2 	
Week 8: (M May 20)	<u>Reorganization (1934)</u> <ul style="list-style-type: none"> Momaday – Part 3 	Essay #2 Draft
Week 8: (W May 22)	<u>Termination (1953)and Relocation</u> <ul style="list-style-type: none"> (Deloria)" The Disastrous Policy of Termination" (pg 54-77) (Momaday) – Part 4 	Peer Response #2
Week 9: (M May 27)	NO CLASS	
Week 9: (W May 29)	<u>Self-Determination</u> <ul style="list-style-type: none"> (Deloria) Indian Humor (pg 146-167) (SS) Proclamation: To The Great White Father and All His People 	
Week 10: (M June 3)	<u>Contemporary Issues: NAGPRA</u> <ul style="list-style-type: none"> (SS) "Baskets in Museum Collections" by Linda Yamane (Deloria) "Anthropologists and Other Friends" (pg 78-100) 	Essay #2 Final Draft
Week 10: (W June 5)	<ul style="list-style-type: none"> (Deloria) "Preface" (pg vii- xiii) 	
FINAL: (T June 11 @ 10:30-12:30)	(Please bring In Class Writings #1-5, a blue book, readings and notes)	Essay #3 (Due at 11:55 P.M.)