

**STUDIES IN NATIVE AMERICAN LITERATURE**

<http://faculty.gcsu.edu/custom-website/mary-magoulick>

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Hours: M 11-12pm, T 1-2pm, W 12-1pm & by appt.

**Texts** Available at the bookstore; there are also some online readings required; hard copies are recommended

Alexie, Sherman. *Flight*. New York: Grove Press, Black Cat, 2007.

Erdrich, Louise. *The Round House: A Novel*. New York: HarperPerennial, 2012.

Glancy, Diane. *Pushing the Bear*. New York: Harcourt Brace & Co., 1996.

Grover, Linda LeGarde. *The Road Back to Sweetgrass*. Minneapolis: University of Minnesota Press, 2014

Harjo, Joy. *Crazy Brave*. New York: W.W. Norton & Company, 2013.

King, Thomas. *The Truth about Stories: A Native Narrative*. Minneapolis: University of Minnesota Press, 2005

Momaday, N. Scott. *The Way to Rainy Mountain*. Albuquerque: University of New Mexico Press, 1976.

Silko, Leslie. *Gardens in the Dunes*. New York: Scribner Paperback Fiction, 2000.

Zitkala Sa, Autobiography & "Old Indian Legends" (online) – see links in schedule below

### **Course Description**

We will consider various contemporary and traditional works written by Native Americans, with special emphasis on socio-cultural contexts of each work. We will attend to issues of culture, identity, worldview, and gender as they surface in poetry, fiction, film, and autobiography. We will also consider the extent to which the works bridge traditional and contemporary Native American perspectives, themes, and literary styles. Our consideration of cultural contexts and implications of the literature will lead to larger questions and issues regarding both Native American studies and gender studies. Issues of identity often surface most poignantly in the work of people whose lives are marginalized from the mainstream. Our discussions may lead us as well to ponder more general issues connected to the canon and contextual studies of literature. This course will involve some lectures and primarily seminar-style discussions of the works students will read outside the classroom as homework. There will be various written assignments, including some in-class writing and worksheets, and critical response and research essays, along with a final essay exam.

### **Course Objectives**

As a result of this course, the student will be able to do the following:

- \* Distinguish the ideologies, periods, and aesthetics of various examples of Native American literature;
- \* Evaluate the literary significance of certain representative writers of Native American fiction and poetry, as well as certain influential texts;
- \* Be familiar with major theoretical strands in literary criticism related to Native American studies;
- \* Begin to show awareness of Native American literature in its biographical, historical, artistic, and intellectual contexts.
- \* Articulate a written critical argument that requires analytical close reading of modern fiction.

### **Requirements** *All essays will be graded based on thoughtfulness, writing style, and clarity (see more below)*

- Three short **Critical Response Essays** (900 word minimum each) discussing specific aspects of the works considered, watched, & read in that section, one of which is in coordination with your presentation (see below). These essays will work directly with class texts in order to highlight the most interesting aspect of the work(s) and demonstrate thoughtful interpretation – according to prompts given in class.
- A **presentation** one day (as part of a group of undergraduates) in which you will lead the class, giving background information on the book under consideration and leading class discussion for a minimum of 10 minutes (each member of group). As part of this assignment, you must also submit a 3 page analysis of the text (a critical response from previous point), according to your presentation (and insights gleaned from it about the text in question). The required essay connected to your presentation is due at presentation time (at the beginning of that class).
- The **final, analytical, researched essay** should be minimum 2200 words and should include a thoughtful discussion of at least one of the key works of literature (or film, but considered as a text) from class. This essay will be broader in scope than the earlier critical responses – considering the context of the whole semester's readings/films/discussions – & applying a theoretical perspective & outside research in addition to original textual analysis of a text from class. You must discuss this final essay with the instructor in a conference meeting

- A **final essay exam** in which you answer specific objective & essay questions about our readings and discussions. You should demonstrate familiarity with all the texts read (or watched) as well as an awareness of class issues, strong ability to analyze readings/texts, and synthesis of your original insights.
- Various **in-class writing, quizzes, or assignments** that count against your grade if missed or poorly completed
- **Regular, active attendance** is required. Be prepared to ask and answer questions, and to raise and discuss issues of significance to this class. Low attendance or poor participation may count against your overall course grade.
- **Timely completion of all assignments** is required. Readings are to be completed before the lecture on the day on which they are to be discussed. Assignments are due at the BEGINNING of class on the day they are due.

## Grades

Critical Responses: 10% each = 20% total

Presentation: 15% + Related Essay: 10% = 25% total

Final research essay: 40%; Final Examination: 15%

Participation: Lost points for missing work and excessive absences (more than 3)

Includes any in-class work such as worksheets, free writing, and quizzes

Grades on individual assignments will be based on effort, thoughtfulness, correctness of logic, soundness of research, development of ideas, and persuasiveness of analysis/argument. Critical responses should demonstrate persuasive textual analysis/interpretation related to class concepts, readings, and discussions.

*Prior to mid-semester, you will receive feedback on your academic performance in this course.*

## Notes

- This syllabus is a **guide** and as such is **subject to revision**. It is **your responsibility** as a student to attend class faithfully, **note and adhere to any changes** announced, & to complete all work on time. If you miss a class, contact me for any changes in readings or assignments. I DO NOT keep track of what you have missed or must make up – that is YOUR responsibility (and one of the consequences of being absent or tardy).
- I encourage you to **communicate** with me about any concerns, problems, or questions you may have during the semester during my **office hours**, by appointment or email.
- **Plagiarism and cheating** are unethical and unacceptable. If you have any doubt as to what constitutes plagiarism and/or cheating, see me or consult <http://www.gcsu.edu/studentlife/conduct.html>. ANY COPYING of information, ideas or words without proper citation constitutes a violation of the honor code and will receive a grade of F. GCSU subscribes to turnitin.com plagiarism prevention technology, and the instructor may use that or other similar sources in cases of suspected plagiarism or cheating. The best way to learn and succeed is to do your own work.
- **Faithful, punctual attendance** is required and will be noted. If you have a situation that requires excessive absences, it is recommended that you drop and re-take the class when you will be better prepared to attend regularly. Even excused absences do not excuse you from work due on that day – plan ahead and notify the instructor in such cases. Talk to me ASAP if you must miss class. Tardiness is also strongly discouraged and will be noted.
- Classroom activities, lectures, and discussions require enormous time and preparation and **cannot be repeated or re-created for one individual** student at a later time or date by the instructor. Fellow students may lend you notes & keep you informed, but duplicating a class is nearly impossible, hence the attendance recommendation. **Do not ask me to repeat a class for you** individually at a later time or date (even for an excused absence) – I will not do so. Come to class the first time – that is when I am prepared to teach you – or get notes from other students
- **Active, respectful participation** is required of all students. Respectful participation means listening to others' opinions, presentations, and ideas even if an initial reaction is to disagree. Responses should be thoughtful, respectful, and based on readings or class information. Critical thinking (the basis of all college education and higher reasoning) requires you to attend to various sides of issues. You should learn to evaluate, compare, and judge information based on reason and logic rather than emotion. Active participation involves listening attentively and respectfully as much as it involves speaking. Aggressive or rude behavior will not be tolerated.
- **Cell phones (or computers with internet access)** should be turned off and kept out of sight during class period.
- **BREAKS during class** are **not allowed** except in cases of sickness or real emergency. If you leave during class (even briefly), this is the same as being absent. It shows a lack of respect and responsibility on your part. Plan to be on time and to be attentive and present through the whole class if you want to do well on your grade.
- Any student requiring **modifications** due to a documented disability should make an appointment to meet with the instructor as soon as possible. An official letter from GC&SU documenting the disability will be required in order to receive accommodation.
- During a fire drill or other emergency, students will promptly and safely exit the classroom in an orderly fashion according to posted routes and teacher's instructions, then congregate in the designated spot as instructed. Class will resume if possible.

## NOTES ABOUT COMPUTER WORK

- Assignments are due at the **beginning** of class or by the announced deadline. "My computer (or printer) broke" & "I lost my jumpdrive" are NOT valid excuses. Back-up, print in a timely manner, and work enough in advance to have time to spare.
- When a **print version** of your paper is required, an electronic submission may NOT be substituted (in other words you can't email your paper to me as an attachment unless the assignment calls for such electronic submission).

*Religious Observance Policy*

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy. *Assistance for Student*

*Needs Related to Disability*

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

*Student Opinion Surveys statement*

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

*Academic Honesty*

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

*Fire Drills*

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.

I will also post Powerpoints and relevant handouts on D2L.

We are ascending through the dawn

The sky blushed with the fever

of attraction.

~Joy Harjo (2000)



## Calendar of Classes/Readings

NOTE: Readings should be completed before the beginning of class on the date assigned

<u>Week 1</u>	Mon, 1-11 Wed, 1-13	Introduction (lecture on cultures) Lecture on Native American cultures/history cont.
<u>Week 2</u>	Mon, 1-18 Wed, 1-20	No CLASS (MLK HOLIDAY) Read Zitkala Sa: <a href="http://search.lib.virginia.edu/catalog?catalog_select=all&amp;q=zitkala-sa">http://search.lib.virginia.edu/catalog?catalog_select=all&amp;q=zitkala-sa</a> Read Parts, 1, 2, 3, 4 (specific links below) “Why I am a Pagan” <a href="http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitPaga.xml">http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitPaga.xml</a> “Indian Teacher/Indians” <a href="http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitTeac.xml">http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitTeac.xml</a> “Impressions Ind. Child.” <a href="http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitImpr.xml">http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitImpr.xml</a> “School Days Indian Girl” <a href="http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitGirl.xml">http://xtf.lib.virginia.edu/xtf/view?docId=modern_english/uvaGenText/tei/ZitGirl.xml</a>
<u>Week 3</u>	Mon, 1-25 Wed, 1-27	Read Zitkala Sa, online “Old Indian Legends” (all) <a href="http://www.sacred-texts.com/nam/oil.htm">http://www.sacred-texts.com/nam/oil.htm</a> Read Joy Harjo, <i>Crazy Brave</i> , pp. 1-75 + Lecture on Images of Native Americans
<u>Week 4</u>	Mon, 2-1 Wed, 2-3	Read Joy Harjo, <i>Crazy Brave</i> , pp. 75-185 (finish) Begin Diane Glancy, <i>Pushing the Bear</i> , Read pp. 1-47
<u>Week 5</u>	Mon, 2-8 Wed, 2-10	Read Glancy, <i>Pushing the Bear</i> , pp. 51-144 Read Glancy (finish), pp. 147-233
<u>Week 6</u>	Mon, 2-15 Wed, 2-17	Read King, <i>The Truth about Stories</i> , pp. 1-89 ~ 1 <sup>st</sup> CRITICAL RESPONSE DUE Read King, pp. 91-167
<u>Week 7</u>	Mon, 2-22 Wed, 2-24	Read Leslie Silko, <i>Gardens in the Dunes</i> , Parts 1-3 (pp. 13-149) Read Silko, Part 4-6 (pp.117-267)
<u>Week 8</u>	Mon. 2-29 Wed. 3-2	Read Silko, Part 7 (pp. 271-330) Finish Silko, Parts 8-10 (pp. 333-477)
<u>Week 9</u>	Mon 3-7 Wed 3-9	Read Erdrich, <i>The Round House</i> pp. 1-108 ~2 <sup>nd</sup> CRITICAL RESPONSE DUE Read Erdrich, pp. 109-179 NOTE: Last day to drop classes w/o penalty = March 7
<u>Week 10</u>	Mon 3-14 Wed 3-16	Read Erdrich, pp. 180-271 Finish Erdrich, pp. 272-321
<u>Week 11</u>	<b>SPRING BREAK – No Classes March 19-26</b>	
<u>Week 12</u>	Mon 3-28 Wed 3-30	<i>In the White Man’s Image</i> (doc. on brdng sch) & Begin Sherman Alexie, <i>Flight</i> , pp. 1-42 Read Alexie, <i>Flight</i> , pp. 43-98 FINALESSAYTOPICS DUE (All students must see me for office conference)
<u>Week 13</u>	Mon 4-4 Wed 4-6	Finish Alexie, <i>Flight</i> , pp. 99-181 Begin film <i>The Fast Runner</i>
<u>Week 14</u>	Mon 4-11 Wed 4-13	Complete Film <i>Atanarjuat</i> Read Momaday, <i>The Way to Rainy Mountain</i> (all)
<u>Week 15</u>	Mon 4-18 Wed 4-20	Lecture on Contemporary Native American Art No Class (professor out of town) ~ work on paper topics; watch film <i>Smoke Signals</i> ; worksheet
<u>Week 16</u>	Mon 4-25 Wed 4-27	Rough Draft Essays Due ; in-class workshop; must have (at least) 60% Draft DUE Begin Grover <i>The Road Back to Sweetgrass</i> , pp. 1-100
<u>Week 17</u>	Mon 5-2 Wed, 5-4	Finish Grover novel, pp. 100-200 & Poetry (TBA) FINAL ESSAYS DUE Final Exam (in-class written exam): 3:30 pm-5:45 pm