

English 363
NATIVE AMERICAN LITERATURE

T/Th 1:30 to 2:45 PM
Enterprise 279

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BOOKS FOR THE COURSE

Sherman Alexie (Spokane/Coeur d'Alene),
FLIGHT (Black Cat, 2007)

William Apess (Pequot),
A SON OF THE FOREST AND OTHER WRITINGS
Edited and with an introduction by Barry O'Connell.
(University of Massachusetts Press, 1997)

Louise Erdrich (Anishinaabe),
THE LAST REPORT ON THE MIRACLES AT LITTLE NO HORSE
(Harper Perennial, 2002)

Janet McAdams (Alabama Creek),
FERAL (SALT Publishing, 2007)

Simon Ortiz (Acoma Pueblo),
FROM SAND CREEK: RISING IN THIS HEART WHICH IS OUR AMERICA
(University of Arizona Press, 2000)

James Welch (Blackfeet/Gros Ventre),
FOOLS CROW (Penguin, 1986)

SCHEDULE OF READINGS AND WRITINGS

TUESDAY, AUGUST 28th
Introductions

THURSDAY, AUGUST 30th

Charles Mann, "Loaded Words" (photocopy)
James Welch, Fools Crow, chapters 1-2 (pages 3-18)

TUESDAY, SEPTEMBER 4th

Simon Ortiz, "Towards a National Indian Literature" (photocopy)
Karenne Wood, "Markings on Earth" and "Homeland" (photocopies)

THURSDAY, SEPTEMBER 6th

Fools Crow (pages 19-58)

TUESDAY, SEPTEMBER 11th

William Apress, A Son of the Forest (pages 1-31)

THURSDAY, SEPTEMBER 13th

Fools Crow (pages 59-97)

TUESDAY, SEPTEMBER 18th

William Apress, A Son of the Forest (pages 31-56)
FIRST THOUGHT PAPER DUE

THURSDAY, SEPTEMBER 20th

Fools Crow (pages 98-125)

TUESDAY, SEPTEMBER 25th

Louise Erdrich, The Last Report (pages 1-74)

THURSDAY, SEPTEMBER 27th

Last Report (pages 75-107)
Fools Crow (pages 129-171)

TUESDAY, OCTOBER 2nd

Last Report (pages 108-178)

THURSDAY, OCTOBER 4th

Last Report (pages 179-216)
Fools Crow (pages 172-202)
SECOND THOUGHT PAPER DUE

TUESDAY, OCTOBER 9th

Fall break time warp: Go to your Monday classes today!

THURSDAY, OCTOBER 11th

Last Report (pages 217-295)

TUESDAY, OCTOBER 16th

Last Report (pages 296-325)

THURSDAY, OCTOBER 18th

Last Report (pages 326-361)

Fools Crow (pages 207-256)

TUESDAY, OCTOBER 23rd

Janet McAdams, Feral

THURSDAY, OCTOBER 25th

Feral

TUESDAY, OCTOBER 30th

Feral

THIRD THOUGHT PAPER DUE

THURSDAY, NOVEMBER 1st

Feral

Fools Crow (pages 257-309)

TUESDAY, NOVEMBER 6th

William Apess, Eulogy on King Philip, pages 103-138

THURSDAY, NOVEMBER 8th

Apess, Eulogy

Simon Ortiz, From Sand Creek

5TH ANNUAL VETERANS' POWWOW, NOON TO 10 PM, GMU

TUESDAY, NOVEMBER 13th

From Sand Creek

PRELIMINARY SYNTHESIS PROPOSAL DUE

THURSDAY, NOVEMBER 15th

From Sand Creek

Fools Crow (pages 310-360)

TUESDAY, NOVEMBER 20th

EVENT/PERFORMANCE THOUGHT PAPER DUE

THURSDAY, NOVEMBER 22nd

Have an ironic Thanksgiving!

TUESDAY, NOVEMBER 27th

Sherman Alexie, Flight (pages 1-53)

THURSDAY, NOVEMBER 29th

Flight (pages 54-106)

TUESDAY, DECEMBER 4th

Flight (pages 107-150)

THURSDAY, DECEMBER 6th

Flight (pages 151-181)

Fools Crow (pages 365-391)

THURSDAY, DECEMBER 13th

SYNTHESIS PAPER DUE BY 6:00 PM

WRITTEN WORK

THREE Thought Papers centering on course texts

800-1200 words each, or around 3-4 pages.

Due Sept. 18th, Oct. 4th, and Oct. 30th

Thought Papers give you the opportunity to craft fairly brief, focused, critical-analytical responses to course texts and class discussions. In these three papers, you will want to work with specific quoted passages from the text and to be as concise and sharply focused as possible. At the same time, these papers are spacious enough to allow you to foreground and air out your critical angle/argument in all its complexity. I will provide topics for you; you can also invent topics of your own.

ONE Thought Paper focusing on an Indigenous performance, event, or place

800-1200 words, or around 3-4 pages.

Due Nov. 20th

For this paper, you'll have the privilege of attending or participating in one of the many Native-centered events to be held at Mason or in the DC area this fall, or you'll visit a Native place such as the National Museum of the American Indian (NMAI). Then you'll write a thought paper in which you describe and reflect on this experience. Please also plan to include photographs, including one for WebCT that shows you at the event. I'll provide more details in a separate document.

Synthesis Paper.

3000-5000 words, or around 8-12 pages.

Proposal due Nov. 13th; Paper due Dec. 13th.

This longer essay will be planned and written in stages during November and early December. The goal is to pull the course together by identifying a reasonably large and complicated issue or question and exploring this topic by working with two or perhaps three course texts. You'll make a preliminary paper proposal (5%), write a

mandatory draft and participate in online draft workshopping (10%), turn in a polished final paper (20%), and make some sort of public presentation or performance (in class, online, etc.) of your ideas and conclusions (5%). Further guidelines will be provided by mid-semester and discussed in class.

GRADING

Three Thought Papers on texts: 35% (10-10-15)
Thought Paper on performance, event, or place: 15%
Final Synthesis Paper: 40% (in stages)
Class Participation: 10%

For the Essays and Final Project

A+ (100), A (96), A- (92)
B+ (88), B (85), B- (82)
C+ (78), C (75), C- (72)
D+ (68), D (65), F (50), No essay (0)

For Final Grades

94-100=A	86-89=B+	76-79=C+	60-69=D
90-93=A-	83-85=B	73-75=C	0-59=F
	80-82=B-	70-72=C-	

POLICIES: CLASS PARTICIPATION, REVISIONS, DEADLINES, ATTENDANCE

Class Participation. This is not at heart or by design a lecture class, and a lot of what you learn in it will come out of the work we do together in class (focused and more freeform conversations in both small groups and full class, workshops, written groupwork, etc.). Therefore, class participation is incredibly important. I'll figure out your class participation grade by looking at the quantity and quality of the work you do in class. This work will be a mix of in-class writings, workshops, exercises you'll do with one or more classmates, and anything else I ask you to do during class. In other words, I'll be looking to make sure that you've done the work, and I'll be looking at how well (how thoroughly, how thoughtfully, how willingly) you do that work. I assume that the following things detract from class participation: cell phone use (checking for messages, sending instant messages, placing and receiving calls, etc.), working on "outside" projects (assignments for other classes), studying for tests for other classes, reading anything not assigned in this class (books, magazines, newspapers, emails, IMs, webpages, etc.), etc.

Revisions. Good papers can't just be cranked out in one sitting. When I write, at least 50% of the work I do is revision—so revising is really built into the whole process of drafting and crafting a good paper. But even with all this revising, it's possible that the

paper you eventually turn in will not, for whatever reason, end up meeting your expectations or mine. And if this happens, we can talk about revising it some more. In rare cases, I will invite or require you to revise; you are also welcome to approach me about working on a revision. To be eligible for revision, the original paper must have been carefully proofread and handed in on time. Please keep in mind that revisions should be substantive rather than simply cosmetic; that is, you should overhaul rather than touch up your essay. Expand, delete, and rearrange; respond thoughtfully to my questions and comments. Merely correcting your spelling and grammar or changing a few words here and there does not constitute a revision.

I'll be happy to give you more information about the revision policy as the semester progresses.

Deadlines

Reading. All reading assignments for this class must be completed as indicated on pages 2-4 of this syllabus and/or as announced during class. Please read each assignment carefully and completely before class and come to class ready to talk, write, and ask questions about what you've read.

Papers. All written work will be due in class (not after class, and not anytime that day). As we all know, computers and printers, being inanimate objects, don't always respect deadlines. Nothing is more frustrating than a last-minute technological meltdown, except maybe an unplanned series of unfortunate northern Virginia traffic events; please be sure to set aside extra time for all this and more.

If you have been sucked into a temporal anomaly, summoned to play the cowbell on the 2007 Blue Oyster Cult World Tour, and/or abducted by bug-eyed aliens who don't have access to e-mail, you may arrange with me to hand in your paper after the due date without penalty.

I will accept late papers up to four calendar days (not class meetings) after the due date, but will dock late work one full letter grade for each day the paper is late. For example, a "B" paper turned in two calendar days late will receive a "D". Even so, keep in mind that an "F" paper still counts for 50 points; better to hand in the paper anyway than to take a zero. I reserve the right to make exceptions to this rule, at my discretion, for students facing serious difficulties.

Attendance. You're in college for at least one good reason, probably more, and being in college means going to your classes. So I expect and strongly encourage you to suit up and show up for class. Especially in small classes such as this one, your participation in the day-to-day work of the class is crucial. As you can see, a significant portion of your grade for this course hinges on work you will do, often with classmates, in class. **This work cannot be made up.** *Attendance problems can and probably will lower your course grade significantly, and may very well also cause problems for your classmates.* I don't anticipate any such problems, but

if you do run into difficulties that I should know about, please let me know in advance (if possible) or contact me by e-mail or telephone during, and we'll do our best to work something out. The rule of thumb here is that you should try to communicate with me as problems arise. I also suggest that you get the email addresses and phone numbers of a few other people in the class, so you can contact them if needed.

ACADEMIC HONESTY AND THE GMU HONOR CODE

All work done for this class must be your own. Period. Please keep in mind that plagiarism is a violation of the GMU Honor Code. *Plagiarism means using words, ideas, opinions, or factual information from another person or source without giving due credit.* This includes Internet sources. In other words, plagiarism is a form of fraudulently claiming someone else's work as your own, and as such is the equivalent of cheating on an exam—a serious academic offense. Plagiarism is grounds for failing at least the assignment, if not the course. If you are not 100% clear about what you should document, consult with me. When in doubt, document. (Adapted from the English Department Statement on Plagiarism)

Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles consulted is not sufficient. Nor does rearrangement of another person's phrasing (paraphrase) release one from the obligation to document one's sources. Please bear in mind, though, that the written work I'm asking you to do in this course does not involve outside research.

To review the English Department Statement on Plagiarism, please go to the Writing Center website:

writingcenter.gmu.edu

Like you, I am bound by the honor code to report suspected plagiarism to the Honor Committee. For a description of the code and the committee, please consult the GMU Catalog. The relevant section is available online at:

www.gmu.edu/catalog/apolicies/#Anchor12

GMU INDIVIDUALS WITH DISABILITY POLICY

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at (703) 993-2474. All academic accommodations must be arranged through that office.