

Pueblo, Los Angeles, and European (War) Events 2/25, 27; 3/4, 6
Reading: *House Made of Dawn*

First Paper Due 3/6
1940s-mid-1950s: A History of Sickness to Health,
from Mixed-blood Isolation and the Bataan March
to the Land, the Kiva, and Time Immemorial
Reading: *Ceremony*

Spring Break 3/18, 20

Second Exam 3/27

Late 20th Century [and Time Immemorial]

1972-73 / 75: Mixing a First-Person Womanlines
Bildungsroman with Advocacy History 4/3, 8, 10, 15
Reading: *Solar Storms*

1991 / 1738-47 / Mythic Time: Mixing Tribal Politics,
Murder Mystery, and Mythic Womanlines 4/17, 22, 24, [29]
Reading: *Shell Shaker*

Second Paper Due 4/29

Review for Final Exam 5/1

Third Exam 5/6

Examinations

Each exam will consist of two parts: (1) brief identifications (e.g., characters) and short answer questions taken from the readings, lectures, and group discussions (closed book); (2) essay questions related to class discussions but representing applications not discussed in detail in class (open book). During the class before the exam, I will distribute a detailed study sheet that covers both parts of the exam.

Grading criteria for the essay questions include demonstrating the ability to focus on the question asked and to support claims with specific and relevant examples from the texts.

Papers

The first paper (approximately 1250 words/ five pages; due March 6): The aim of this paper is to define important associations that you bring to a reading of historical fiction and to determine the effects of that association. Select one of the novels assigned. Examine two or three significant associations. (The associations might be books you have read, courses you have taken, people you have known, beliefs you advocate, or personal experiences. The associations might be related to American Indians or particular historical periods, or they might have little to do with either.) For each association examined, (1) define the nature of the association, (2) indicate which part or parts of the novel were shaped by the association, and (3), most importantly, analyze the impact of the association on the relevant section(s). This process should help you to understand how your associations transform what you read. They should also help you to understand how associations that a writer brings to an historical period can shape how s(he) "reads" that period. A good way to begin this paper is to take notes as you read a book you might want to use for the paper. When you have a particularly strong negative or positive response, note why you think you responded that way. As you proceed, see if there are any patterns to your explanations. These patterns should direct you to the associations you will define and analyze. Grading criteria: how well you articulate the above stated requirements (1, 2, 3, especially 3) and evidence of writing competence (the ability to invent and construct engaging, coherent sentences, and paragraphs, and a unified paper; demonstrated skills in grammar, spelling, and punctuation).

The second paper (1250 words / five pages) asks you to determine how a particular novel challenges typical representations of a period. Select a different novel from the one discussed in the first paper. Examine closely themes, issues, episodes, characters, settings or descriptions that offer alternatives to typical history textbook interpretations of the relevant years. To make the comparisons, consult relevant sections of general American histories (high school or college history texts or popular histories designed for the "general" reader). Educational Web sites might also work. Grading criteria: demonstrated writing competence (see above) and the ability to support your claims about alternate historical views with convincing, specific comparisons between the novel and the history text(s) or Web sites.

Approximate Grading Weights

First exam (15%); 2nd exam (25%); 1st paper (15%); 2nd paper (25%); third exam (20%).

Warnings

If you must withdraw from the course, follow University procedures; otherwise you risk receiving a F. For each five unexcused absences, the semester grade drops by a half letter grade. Plagiarism will not be tolerated. Violators (I prefer criminal vocabulary for this offense) will be turned over to the Student Affairs Office for disciplinary action. If you are confused about plagiarism, consult with me or consult the "Writer's Responsibility" section of the Graduate School's Web site: <uta.edu/edt>.

Encouragement

Improvement and consistent class participation can alter semester grades (in a positive way). I am very willing to accommodate students with disabilities. Early in the semester, these students should present their authorized documents from the appropriate University office. Note: The Office of Student Success Programs (817-272-6107) offers advising and mentoring for academic, personal, and social problems.