

**English 372**  
**Survey of American Indian Literature**  
**M-F 12:30 - 3:45p**  
**Curtin Hall 321**  
**Winter 2007**

**Michael Wilson**  
**Office: Curtin 495**  
**Office phone: (414) 229-4839**  
**Email: michael@uwm.edu**  
**Office Hours: M-R 11:00a – 12:30p**

### **COURSE DESCRIPTION**

This course will be a brief survey of literature by the indigenous peoples of the Americas. We will read several short stories, novels, poems, essays, and one play. This course is organized historically; the literature will coincide roughly with important periods in the recent history of indigenous people, for example, the removal period, assimilation, reorganization, and self-determination.

### **COURSE READINGS**

*Black Eagle Child*, Ray Young Bear  
*Ceremony*, Leslie Marmon Silko  
*From the Deep Woods to Civilization*, Charles Eastman  
*The Rez Sisters*, by Tomson Highway  
*Tracks*, by Louise Erdrich

Additional Course Readings are available on UWM's D2L server: <http://d2l.uwm.edu>

### **COURSE REQUIREMENTS & POLICIES**

Students must be reasonably proficient with the use of a computer for this class. You have access to all the course information with an internet connection through your home computer or one of the computer labs on the UWM campus.

D2L: We will use the course software management program D2L, where you will find a copy of the syllabus, assignments, and other information we discuss in class. URL: <http://d2l.uwm.edu>. Your username and passwords are the same as your UWM email.

There are four graded components to the course:

**A. Quizzes.** We will have a short quiz on most of the days of class to help you keep up with the reading.

- The questions will be mostly factual, but occasionally a question will require you to be interpretive. I will provide a blue book where you will keep your quizzes.
- **The quizzes will count for 25 percent of your course grade.**

**B. Short Papers.** Students are also required to write two five-page semiformal papers to assigned topics during this term.

- The most important aspect of this paper is an interesting, insightful thesis that each paragraph clearly supports. Each paragraph should have a strong

insightful topic or claim that also serves as a transition of thought between paragraphs. Each paragraph should be properly developed, at least 200 words in length, and using short quotes from the stories to support your ideas.

• **The short papers will count for 50 percent of your course grade.**

**C. Midterm Examination.** The midterm final exam is worth **10 percent of your course grade.**

**D. Comprehensive Final Examination.** The comprehensive final examination is worth **15 percent of your course grade.**

### **INCOMPLETE POLICY**

Students will receive “incompletes” in the cases of documented health emergencies or other catastrophic emergencies.

### **LATE PAPER POLICY**

Late papers will be accepted only with prior approval from the instructor. Papers turned in late without prior approval will be returned and will be assigned a grade of zero in the gradebook.

### **ACADEMIC HONESTY**

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with your instructor. For other information, consult with UWM’s policy on academic misconduct:

[http://www3.uwm.edu/Dept/Acad\\_Aff/policy/academicmisconduct.cfm](http://www3.uwm.edu/Dept/Acad_Aff/policy/academicmisconduct.cfm)

Students who engage in plagiarism will receive a failing grade for the course.

#### Day 1

1. 1st Hour
  1. Terminology: Colonial Discourse
  2. Reading: Roberts, "Indians on Bicycles"

#### . Day 2

1. 1st Hour
  1. Terminology: Assimilation/Appropriation
  2. Reading: Earth Shall Weep, Chapter 4
  3. Reading: Peyer, "Occum"
  4. Reading: Occum, "Short Narrative of My Life"
2. 2nd Hour
  1. Terminology: Accommodation
  2. Reading: Occum, "Sermon"
  3. Reading: Peyer, "Apes"
  4. Reading: Apess, "Experience of Five Christian Indians"

. Day 3

1. 1st Hour
  1. Terminology: Culture and Civilization
  2. Reading: Apess, "Looking Glass"
  3. Reading: Weatherford, "The Founding Indian Fathers"
2. 2nd Hour
  1. Terminology: Savagism
  2. Reading: Eastman, From the Deep Woods, to pg. 76
  3. Reading: Beaulieu, "Curly Hair and Big Feet"

. Day 4

1. 1st Hour
  1. Terminology: Interpellation
  2. Reading: Eastman, From the Deep Woods, to pg. 151
2. 2nd Hour
  1. Terminology: Race
  2. Reading: Anzeldua, From "The Borderlands"
  3. Reading: Eastman, Deep Woods to Civilization, to end

. Day 5

1. 1st Hour
  1. Terminology: Nativism
  2. Reading: Peterson, "An Indian, An American" (D2L)
  3. Reading: Johnson, "As It Was from the Beginning"
2. 2nd Hour
  1. Reading: Erdrich, Tracks, Chapters 1 and 2
  2. Terminology: Unreliable Narrator

. Day 6

1. 1st Hour
  1. Reading: Erdrich, Tracks, Chapters 3 and 4
  2. Terminology: Class
  3. Reading: NY Times Article on Class
2. 2nd Hour
  1. Terminology: Trickster Discourse
  2. Reading: Finish Tracks

. Day 7

1. 1st Hour
  1. Terminology: Place and Sovereignty
  2. Reading: Erdrich, "Where I Ought To Be: A Writer's Sense of Place"
  3. Reading: Wilson, Earth Shall Weep, "Chapter 11"
2. 2nd Hour
  1. Terminology: Orality
  2. Reading: Ceremony, to page 40
  3. Bishop, "Western Mathematics"

. Day 8

1. 1st Hour
  1. Terminology: Metanarrative
  2. Reading: Ceremony, to page 150
2. 2nd Hour - Midterm Examination

. Day 9

1. 1st Hour
    1. Reading: Finish Ceremony
    2. Terminology: Gender
  2. 2nd Hour
    1. Reading: Paula Gunn Allen, Old Yellow Woman Stories
    2. Reading: Silko, "Yellow Woman" (short story, D2L)
    3. Reading: Silko, "Storytelling" (short story, D2L)
    4. Terminology: Authenticity
    5. Ortiz: Toward a National Native Literature
- . Day 10
1. 1st Hour
    1. Terminology: Oral Literature
    2. Reading: Waseskuk, "Mesquqakie History As We Know It" (D2L)
    3. Reading: Young Bear, Black Eagle Child
  2. 2nd Hour
    1. Terminology: Resistance Literature
    2. Reading: Young Bear, Interview, "Staying Afloat in a Chaotic World" (D2L)
    3. Reading: Young Bear, Black Eagle Child
- . Day 11
1. 1st Hour
    1. Terminology: Abrogation
    2. Reading: Young Bear, Black Eagle Child
    3. Reading: Salzer, "Young Bear's Cantaloupe Terrorist" (D2L)
  2. 2nd Hour
    1. Terminology: Multiculturalism
    2. Reading: Miner, "Body Rituals of the Nacimera"
    3. Reading: "Adventures of an Indian Princess"
- . Day 12
1. 1st Hour
    1. Terminology: Literary Tourism
    2. Reading: Owens, "Multicultural Tourism"
    3. Reading: Alexie, "Every Little Hurricane"
    4. Reading: Alexie, "A Good Story"
  2. 2nd Hour
    1. Terminology: Carnavalesque
    2. Reading: The Rez Sisters, first half
    3. Reading: Blue Cloud, "Coyote Tell Me" (poem, D2L)
- . Day 13
1. 1st Hour
    1. Reading: The Rez Sisters, second half
    2. Reading: Alexie, "Approximate Size" (short story, D2L)
  2. 2nd Hour
    1. Final Examination