American Indian Pop Culture

TCORE 124

Dr. Danica Sterud Miller

Office: JOY 214J

Office Hours: M/W 11-12.30 and by appointment

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\*Outside of office hours, email is the best way to reach me. I will respond to your email by the end of the following business day, Monday through Friday.

What is American Indian pop culture? Through an exploration of contemporary texts, including film, novels, and museum exhibits, we look at how emergent American Indian pop culture converses with both wider pop culture and tradition.

**Learning Goals**

* To improve familiarity with American Indian literature and history.
* Develop comparative research and critical thinking skills for understanding the range of lived experiences in tribal communities and to understand how state/federal power operates in relation to Indian tribes.
* To understand the tribal specific ways American Indians have resisted colonial rule.
* To improve familiarity with primary research methods.
* To produce original research and arguments related to American Indian literary studies.
* To improve and develop presentation and discussion skills.

**Required Texts:**

Rebecca Roanhorse, *Trail of Lightning*

*#Not Your Princess: Voices of Native American Women*

Tommy Orange, *There There*

**Grading**

In-class Discussion WS 10 pts each

Midterm/Final 100 pts ea.

Poster 50 pts

Other Assignments TBD

**Monday, April 1**

Introduction to class

**Wednesday, April 3**

**Reading:** *Custer Died for your Sins* (Canvas)

(Chapter 1, Chapter 5)

**WS:** *Custer Died for your Sins* WS

**Module: American Indian Film**

**Friday, April 5**

 **Reading:** *Hollywood’s Indian* (Introduction)

**Film:** *Reel Injuns*

**WS:** *Reel Injuns* WS

**Monday, April 8**

**Reading:** Alexie, Sherman: “This is What It Means to say Phoenix, Arizona”

**Film:** *Smoke Signals*

**WS:** *Smoke Signals* WS #1

**Wednesday, April 10**

**Film:** *Smoke Signals*

 **WS:** *Smoke Signals* WS #2

**Friday, April 12--Class Online**

**Reading:** Cobb, Amanda J: “This Is What It Means to Say, ‘*Smoke Signals*’”

 **Online WS:** *Smoke Signals* WS #3

* Due 4.13 @ 5pm
* 15 points

**Module: Tricksters**

**Monday, April 15**

 **Reading:** *Haboo* (Canvas)

**WS:** *Haboo* WS

**Wednesday, April 17**

 **Reading:** Raven Tales Day

**WS:** Raven Tales Day WS

**Friday, April 19--Class Online**

 **Field Trip:** Glass Museum

* Due 4.20 @ 5pm
* 20 points

**Monday, April 22**

**Reading:** *Trail of Lightning*

(pages

**WS:** *Trail of Lightning* WS #1

**Wednesday, April 24**

 **Reading:** *Trail of Lightning*

(pages

**WS:** *Trail of Lightning* WS #2

**Friday, April 26--Class Online**

 **Reading:** *Trail of Lightning*

(pages

**WS:** *Trail of Lightning* WS #3

**Monday, April 29**

 **Reading:** *Trail of Thunder*

(pages

**WS:** *Trail of Thunder* WS #4

**Wednesday, May 1**

**Midterm**

**Module: American Indian Stereotypes**

**Friday, May 3--Class Online**

 **Field Trip:** TAM

* Due 5.4 @ 5pm
* 20 points

**Monday, May 6**

**RA: Library Research**

* Must attend class for points
* 10 points

**Wednesday, May 8**

**Reading:** *Not Your Princess*

(pages

**WS:** *Not Your Princess* WS #1

**Friday, May 10--Please be prepared to be on campus**

 **Guest Speaker: Gregg Deal**

**Monday, May 12**

**Reading:** *Not Your Princess*

(pages

**WS:** *Not Your Princess* WS #2

**Wednesday, May 14**

**RA: Works Cited Workshop**

* Must attend class for points
* 10 points

**Module: Urban Indians**

**Friday, May 17--Class Online**

 **Film:** *Indian Country Diaries*

 **Online WS:** *Indian Country Diaries* WS

**Monday, May 20**

**Reading:** “A History of Federal Indian Law” (Canvas)

**WS:** “A History of Federal Indian Law” WS

**Wednesday, May 22**

 **Reading:** *There There*

(pages

**WS:** *There There* WS #1

**Friday, May 24--Class Online**

**RA: Works Cited Due**

**Reading:** *There There*

(pages

**WS:** *There There* WS #2

**Monday, May 27--No Class, Memorial Day**

**Wednesday, May 29**

**RA: Poster Workshop**

* Must attend class for points
* 10 points

**Friday, May 31--Class Online**

**Reading:** *There There*

(pages

**WS:** *There There* WS #3

**Monday, June 3**

**Reading:** *There There*

(pages

**WS:** *There There* WS #4

**Wednesday, June 5**

**Reading:** *There There*

(finish)

**WS:** *There There* WS #5

**Friday, June 7**

**RA: Poster Presentation**

**Date to Be Determined**

Final

**In-Class Discussion Worksheets:** Every class will include an in-class discussion worksheet to be completed in small groups or pairs, and the worksheets will be turned in at the end of discussion. These worksheets are meant to reward you for doing the reading and class participation.

However, if you are unable to make it to class that day, or if you miss the worksheet for whatever reason, you may take an online Canvas “make-up” worksheet for that day. Unlike the in-class worksheets, which are meant to facilitate class discussion, these quizzes require critical analysis with formal argumentative structure. In 350-500 words, craft a well-written response to the prompt. Use textual evidence to support your claims. The make up worksheet will be available immediately after the class and due before the next class, unless otherwise stated.

**Hybrid:** This class uses the hybrid model in order to facilitate learning opportunities outside of the classroom. We will only meet three Fridays for the entire quarter. Most Fridays will be spent on the following: online worksheets which require lengthier writing and deeper analysis, hands on research, and a field trip.

**General Information**

**Disability Support Services (Office of Student Success)**

The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services (DSS), located in MAT 354, functions as the focal point for coordination of services for students with disabilities. If you have a physical, emotional, or mental disability that "substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning and working)," and will require accommodation in this class, please contact DSS at (253)692-4508, email at dssuwt@uw.edu, uwtshaw@uw.edu or visit [www.tacoma.uw.edu/dss](http://tacoma.uw.edu/dss)for assistance.

**Teaching and Learning Center**

The Teaching and Learning Center (TLC) offers free academic support for students at all levels. The TLC offers one-on-one consultations and group workshops in writing, math, statistics, science, and Spanish. They also work with students on questions about English grammar & vocabulary, reading, and learning strategies. They are located in Snoqualmie 260 and online. Their schedules for appointments and drop-in visits are posted on our website at[www.tacoma.uw.edu/tlc](http://www.tacoma.uw.edu/tlc). For special needs or subject tutoring requests, please email uwtteach@uw.eduor call (253) 692-4417.

**Plagiarism**

A major part of your experience at UW Tacoma will be reading, synthesizing, and using the knowledge and ideas of others. To plagiarize is to use the ideas––or unique phrasing of those ideas––without acknowledging that they originate from someone or someplace other than you. Attributing where you get your information builds your own authority to speak on that topic and provides valuable backing to the arguments you make. Attribution also distinguishes your ideas and words from those of others who came before you. At the University of Washington, plagiarism is a violation of the student conduct code, and the consequences can be serious. Though citing, quoting, and paraphrasing can be confusing at first, it is essential for your success at UWT that you familiarize yourself with these important conventions of academic writing. Additionally, plagiarism can be understood differently in various disciplines. For instance, the ways in which one summarizes others’ ideas in texts, or attributes information from texts in one’s own paper, are not the same in the sciences as they are in the humanities, or the social sciences. This means it is vital that you understand the specific expectations and guidelines for writing that will help you avoid plagiarizing in this class. If you have questions about what amounts to plagiarism, you are strongly encouraged to seek guidance from faculty and the Teaching and Learning Center as soon as possible.

**Counseling Center (Office of Student Success)**

The Counseling Center offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtshaw@uw.edu , or stop by the Student Counseling Center (SCC), located in MAT 354. Additional information can also be found by visiting [www.tacoma.uw.edu/counseling](http://tacoma.uw.edu/counseling).

**Library**

The UW Tacoma Library provides resources and services to support finding resources for your assignments. We guide students through the research process, helping you learn how to develop effective strategies and find and evaluate appropriate resources. In addition to research and instructional support, we manage course reserves and print and digital collections and provide spaces for group and individual study. For assistance or more information, visit our service desks, located in SNO and TLB, or our website, <http://www.tacoma.uw.edu/uwt/library>.

**Electronic Devices**

Don’t use your phone in my class. And use your laptop with discretion.

[**Campus Safety Information**](http://www.tacoma.uw.edu/campus-safety/home)

* [Escort Service:](http://www.tacoma.uw.edu/node/38891) Safety escorts are available 24 hours a day, 7 days a week, there is no time limit. Call the main office line at 253-692-4416.

[**Infants/Children in Class Policy**](http://www.tacoma.uw.edu/faculty-assembly/executive-council#Actions)

* You are more than welcome to bring your kid, but just be aware our class often discusses adult topics.
* If you are breastfeeding an infant or expressing milk regularly, you may bring an infant or breast pump to class for this purpose, and do not require permission from the instructor, though it is best practice to discuss it with the instructor beforehand. Or if you prefer to breastfeed or breast pump outside of class, you may take time out of class to use the lactation room (GWP 410). You do not need permission from the instructor to do so, but it is best practice to let your instructor know ahead of time that you will need to leave class for this period of time.