***Contemporary Native American Art, Literature, and Film***

**Dr. Danica Miller**

TCORE 104E

Fall 15

12.50-2.55

SCI 105

Office: JOY 214J

Office Hours: T/Th 11-12.30

And by appointment

Email: millerda@u.washington.edu

\*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.

**Course Description:** In *Contemporary Native American Art, Literature, and Film*, we will analyze contemporary interpretations of the Native American experience and discuss how the experience is shaped by history and culture. How is Native American art influenced by tradition, yet influenced and inspired by the present? We will analyze the transition between oral tales to more contemporary formats. Where do we see traces of the oral in *Trickster: Native American Tales: A Graphic Collection* and what makes Native American oral tales conducive to graphic storytelling anyways? Sherman Alexie includes both oral tales and graphics in his young adult novel, *The Absolutely True Diary of a Part-Time Indian*. What film conventions do Native American filmmakers support or deconstruct in their works? What aspects of the oral tradition are evident in *Smoke Signals* and *Skins*? These are a few, among many, of the questions we will be addressing in this class.

**Learning Goals**

* To improve familiarity with Native American 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 Native Americans have resisted colonial rule.
* To improve familiarity with primary research methods.
* To produce original research and arguments related to Native American literature studies.
* To improve and develop presentation and discussion skills.

**Required Texts:**

*The Absolutely True Diary of a Part-Time Indian*—Sherman Alexie

*Haboo—*Vi Hilbert

*Trickster: Native American Tales: A Graphic Collection*

*Crazy Brave*—Joy Harjo

**\***All texts are also available on reserve at the library (4 hour loan).

**Course Schedule:**

Thursday, October 1

Introduction to course.

“How to Write the Great American Indian Novel” by Sherman Alexie.

Tuesday, October 6

“History, Myth, and Identity in the New Indian Story”—Elizabeth Cook-Lynn

(Canvas).

Thursday, October 8

*Haboo*

* pages Introduction-42
* ***Haboo* Quiz #1**

Tuesday, October 13

**Presentation: Vi Hilbert**

*Haboo*

* pages 42 - 107
* ***Haboo* Quiz #2**

Thursday, October 15

*Haboo*

* finish
* ***Haboo* Discussion Post Due at 3pm** (Canvas)
* ***Haboo* Quiz #3**

Tuesday, October 20

*Trickster: Native American Tales: A Graphic Collection*

* Introduction-111
* ***Trickster* Quiz #1**

Thursday, October 22

*Trickster: Native American Tales: A Graphic Collection*

* finish
* ***Trickster* Quiz #2**

Tuesday, October 27

*Reel Injuns* (film)

Thursday, October 29

*Smoke Signals* (Film)

Tuesday, November 3

**Midterm**

Thursday, November 5

Field Trip: Washington State History Museum Field Trip

“People of the Adze: Shoalwater Bay Carving Program”

Tuesday, November 10

**Topic Due (Canvas)**

* Please see research assignment for more details.

**Shoalwater Bay Discussion Post Due at 3pm** (Canvas)

*The Absolutely True Diary of a Part-Time Indian*—Sherman Alexie

* pages 42 - 107
* ***Absolutely True Diary* Quiz #1**

Thursday, November 12

*The Absolutely True Diary of a Part-Time Indian*—Sherman Alexie

* pages 42 - 107
* ***Absolutely True Diary* Quiz #2**

Tuesday, November 17

*The Absolutely True Diary of a Part-Time Indian*—Sherman Alexie

* pages 42 - 107
* ***Absolutely True Diary* Quiz #3**
* ***Absolutely True Diary* Discussion Post Due at 3pm** (Canvas)

Thursday, November 19

Field Trip: Tacoma Art Museum

Contemporary Indigenous Art Exhibit

Tuesday, November 24

**TAM** **Discussion Post Due at 3pm** (Canvas)

**Working Works Cited Due** (Canvas)

* Please see research assignment for more details.

*Skins* (film)

Thursday, November 26**—Thanksgiving!**

Tuesday, December 1

*Princess Angeline* (film)

Thursday, December 3

***Princess Angeline*** **Discussion Post Due at 3pm** (Canvas)

*Crazy Brave*

* pages 42 – 107
* ***Crazy Brave* Quiz #1**

Tuesday, December 8

*Crazy Brave*

* pages 42 - 107
* ***Crazy Brave* Quiz #2**

**Rough Draft Due at 3pm** (Canvas)

* Bring 3 hard copies to class. We will be doing an in-class rough draft workshop.

Thursday, December 10

*Crazy Brave*

* Finish
* ***Crazy Brave* Discussion Post Due at 3pm** (Canvas)

**Annotated Bibliography Due** (Canvas)

Tuesday, December 15

**Final**

**Points Breakdown:**

In-class reading quizzes 10 points each

Discussion Posts 15 points each

Midterm/Final 100 points each

Presentation 50 points

Topic 5 points

Rough Draft 10 points

Annotated Bibliography 100 points

\*All late work receives an F

**In-Class Quizzes:** Short reading quizzes will be given almost daily and promptly at the beginning of class; consequently, it is very important to always be on time to class. The quizzes themselves consist of basic reading comprehension from the day’s text assignment. Quizzes are meant to reward you, not punish you.   
  
However, if you are unable to make it to class that day, or if you miss the quiz for whatever reason, you may take an online Canvas “make-up” quiz for that day. Unlike the in-class quiz, which is basic reading comprehension, these quizzes will require critical analysis with formal argumentative structure. Much like the discussion posts, in 1-2 paragraphs, craft a well-written response to the prompt. Use textual evidence to support your claims. The quiz will be available the class day at 3pm and due by the next class day at 1pm.

**Discussion Posts:** Using the prompts as a guide, in 1-2 paragraphs, craft a well-written response to the reading. Pick one point that you found especially interesting, and using smart criticism, expand upon using supporting evidence and an argument. Do not just summarize the text.

**Midterm/Final:** The midterm and final will be short answer form. Questions will be taken directly from in-class discussion. You may use one page of notes.

**Group Presentations**: I am interested in a broad historical overview of the selected topic with smart, critical analysis for more specific details. What do you think it is important for the class to know and to understand regarding your topic in relation to the class readings?

**Topic, Rough Draft, Annotated Bibliography:** This longer assignment will lead you through the process of writing a longer research essay. You will begin by suggesting a topic, which I will approve. Then, we will workshop a rough draft in class. The final annotated bibliography will be due on the last day of class.

**General Information:**

**Electronic Devices**

Electronic devices (including, but not limited to, cell phones, tablets and laptops) may only be used in the classroom with the permission of the instructor. Activities that are not relevant to the course, such as checking/ sending email, playing games and surfing the web, are considered disruptive activities when class is in session. Don’t use your phone in my class. And use your laptop with discretion.

**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](mailto:(253)692-4508 ), email at [dssuwt@uw.edu](mailto:dssuwt@uw.edu), [uwtshaw@uw.edu](mailto: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.edu](mailto:uwtteach@uw.edu)or 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](mailto: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>.