

Contemporary Native American Art, Literature, and Film

TCORE 104A

MWF 8-9.20am

Dr. Danica Miller

Office: JOY 214J

Office Hours: MWF 9.30-10.30

And by appointment

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*Outside of office hours, email is the best way to reach me. I will respond 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.

Required Texts:

Trickster: Native American Tales: A Graphic Collection

- Also on Reserve

The Absolutely True Diary of a Part-Time Indian—Sherman Alexie
Haboo—Vi Hilbert

- Also on Reserve

Round House—Louise Erdrich

Course Schedule:

Wednesday, September 24

Introduction to course

Selected poetry

Friday, September 26

“‘What is an Indian’: Identity Politics in United States Federal Indian Law and American Indian Literatures” by Eric Cheyfitz (on E-Reserve)

Monday, September 29

Haboo

(Introduction – page 22)

(Also available in Reserves)

Wednesday, October 1

Haboo

(pages 23-72)

Friday, October 3

Haboo

(pages 73-117)

Monday, October 6

Haboo

(finish)

Wednesday, October 8

Smoke Signals (Film)

Presentation: Chris Eyre

Short Response #1 due

Friday, October 10

Smoke Signals

Presentation: Sherman Alexie

Monday, October 13

The Absolutely True Diary of a Part-Time Indian

(pages 1-44)

Wednesday, October 15

The Absolutely True Diary of a Part-Time Indian

(pages 45-98)

Presentation: The Dawes Act

Short Response #2 due

Friday, October 17

The Absolutely True Diary of a Part-Time Indian

(pages 99-135)

Monday, October 20

The Absolutely True Diary of a Part-Time Indian
(pages 136-178)

Wednesday, October 22

The Absolutely True Diary of a Part-Time Indian
(finish)

Short Response #3 due

Friday, October 24

Midterm

Monday, October 27

Trickster: Native American Tales: A Graphic Collection
(pages 1-54)
(Also available in Reserves)

Wednesday, October 29

Trickster: Native American Tales: A Graphic Collection
(pages 54-110)

Friday, October 31

Trickster: Native American Tales: A Graphic Collection
(pages 111-172)

Monday, November 3

Trickster: Native American Tales: A Graphic Collection
(finish)

Presentation: Pine Ridge Reservation

Discussion #1 due

Wednesday, November 5

Skins

Presentation: AIM (American Indian Movement)

Thesis due

- Using one of the texts we have read in class, craft a thesis that will argue a larger research point. You may use one of the short responses or presentations as a starting point.
- Email copy. I will respond via email if I approve the thesis.
- **10 points.**

Friday, November 7

Skins

Monday, November 10

The Round House

(pages 1-45)

Presentation: Louise Erdrich

Discussion #2 due

Thesis due or Topic Due.

- Using one of the texts we have read in class, craft a thesis or a topic that will eventually argue a larger research point. You may use one of the short responses or presentations as a starting point.
- Email copy. I will respond via email if I approve the thesis or topic.
- If you have already had a thesis approved, you do not need to email me again.
- **10 points.**

Wednesday, November 12

The Round House

(pages 46-83)

Presentation: Ojibwe

Friday, November 14

The Round House

(pages 83-127)

Working Works Cited due

- You will need 10 possible sources (that will support your thesis) for your annotated bibliography.
- Email copy.
- **10 points.**

Monday, November 17

The Round House

(pages 128-179)

Wednesday, November 19

The Round House

(pages 179-227)

Friday, November 21

Class Cancelled!

The Round House

(pages 227-268)

Annotated Bibliography Rough Draft Due

- Using five sources from your Working Works Cited assignment, craft a rough draft of your annotated bibliography.
- **10 points.**

Monday, November 24
The Round House
(pages 268-finish)
Discussion #5 due

Wednesday, November 26
Completed Rough Draft Due

- Please bring three hard copies to class and email an e-copy.
- We will workshop the bibliographies in class.
- **10 points.**

Friday, November 28—No Classes!

Monday, December 1
Native American Visual Art

Wednesday, December 3
Native American Visual Art

Friday, December 5
Native American Pop Culture
Annotated Bibliography Due

Final—Date to Be Determined

Evaluation

Assignments include: quizzes, a presentation, tests, and an annotated bibliography.
Active class participation a must.

In-class reading quizzes	10 points each
Short Responses	20 points each
Midterm/Final	100 points each
Discussion Posts	10 points each
Presentation	25 points
Thesis w/introduction	10 points
Annotated Bibliography	50 points
Drafts as Marked in Syllabus	

In-Class Quizzes: Short reading quizzes will be given almost daily 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. I do, however, drop the lowest quiz grade.

Short Responses: In 1-2 pages, 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.

Midterm/Final: The midterm and final will be short answer and essay form. Questions will be taken directly from in-class discussion.

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?

Discussion Posts: I will post a prompt two days before the discussion is due. Must like Short Responses, you will be expected to respond in one or two paragraphs with smart, interesting criticism and use supporting textual evidence.

Thesis with Introduction/Annotated Bibliography: This assignment will teach the necessary steps needed to prepare for a larger research project. We will work on writing thesis statements, introductions, and how to do basic research.

*All late work receives an F.