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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Office Phone: 253.692.5725

*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.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>In-class reading quizzes</td>
<td>10 each</td>
</tr>
<tr>
<td>Short Responses</td>
<td>20 each</td>
</tr>
<tr>
<td>Midterm/Final</td>
<td>100 each</td>
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<tr>
<td>Discussion Posts</td>
<td>10 each</td>
</tr>
<tr>
<td>Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Thesis w/introduction</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
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<tr>
<td>Drafts as Marked in Syllabus</td>
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**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.*