

ENGL 326: Native Writing and Rhetorics

FALL 20120

TTH 12:30-1:45 by ZOOM

Office hours: M 3:30-4:30

TTH 8:15-9:15

T 11:00-12:00 and by appointment

Dr. Joyce Rain Anderson

Tillinghast Hall 320

508-531-2508

joycerain-anderson@bridgew.edu



Kunepum (welcome) to Native Writing and Rhetorics. While we all would rather be in a classroom on campus, together we will make the best of our virtual environment. We will work together to make this course the best learning experience for you.

Many of you will enter this course with preconceived notions of Native peoples primarily because of the many misrepresentations that have shaped our perceptions. We will begin with some of these ideas to explore how and why you have come to internalize them, and we will work to a fuller and richer understanding of Native peoples and cultures. We will read broadly and deeply and still will not be able to read or experience everything. In this course we will be reading a variety of writings which move across traditional boundaries (such as poetry, fiction, theory, activist and so on) and doing projects to experience a broader scope of Indigenous rhetorics. You will also explore something on your own to share with the class, and you will each find an area which warrants more attention for the final projects. We will sometimes have guests from local native communities or see presentations from Native peoples who will provide their own perspectives on Native peoples of southeastern Massachusetts. We will also talk and read and listen and make and write. We will see how Native peoples engage in meaning-making, and we will learn new stories about Native writing and rhetorics.

Some objectives include, but are not limited to, the following:

- ❖ Identifying and exploring your own understanding of Native peoples and places, particularly in southeastern MA.
- ❖ Broad general knowledge of the field Indigenous rhetorics.
- ❖ Experience of negotiating and thinking through questions of the field.
- ❖ Develop an understanding of Native men's and women's roles within a variety of communities.
- ❖ Develop an understanding of writings by Native peoples and what constitutes writing.
- ❖ Bring a variety of theories into conversations with each other.
- ❖ Situate your own scholarly projects.
- ❖ Gain professional training in conference presentations.

A few questions to consider:

- ❖ What do we mean by Indigenous rhetorics?
- ❖ How do we define things like writing, texts, digital, visuals, performance, and materials?
- ❖ How do our cultural biases influence our interpretations?
- ❖ How do Native peoples present their worldviews?
- ❖ How do "marginalized" groups deal with colonization and dominance?
- ❖ How do we become more aware of inscribed images and stereotypes?
- ❖ How do we re-inscribe a variety of images or materials to better represent Native perspectives?

Required Texts and Materials:

A set of readings will be posted to my website www.joycerain.com . You are responsible for having these readings to discuss in class.

Materials for making projects*

Materials for map and final project.

Class Assignments and Projects:

Readings: For each class you will be asked to read one or more pieces which will enrich our understanding. Each of you will be assigned a day where you will begin our class discussion around these readings. You are also expected to write a critical response to the set of readings (see next description).

Critical responses: For each set of readings, you are expected to write a single-spaced one-page critical response (approximately 500 words). The content is what is important here, so no big headings with unnecessary spaces. These one-pagers are assigned to express your active engagement with the readings: what you pull from the reading; what you struggle with (if you struggle say why); what surprises you and makes you reconsider preconceived notions; how you make connections to your experiences, other readings, your writing, work of the class and so on. You may consider how the readings contribute to your understanding of Indigenous rhetorics and the writings by Native peoples, what relationships they might have to your learning, identity, and other aspects of your experiences, and/or connections among the class readings and your own readings. You might also create a list of questions that these readings raise which can be brought to our class discussions. These responses must be completed before each class, and you will respond to your peers on Google Docs. You will also keep these to refer to in the final reflective paper.

Due: As homework for each class

Stereotypes and Realities Presentation: For this assignment, ala Dunbar-Ortiz's and Gilio Whitaker's "All the Real Indians Died Off" and 20 Other Myths about Native Americans, you will be given a list of commonly-held beliefs about Native peoples and cultures. You will draw one of these topics from a hat, and you will read that particular chapter as well as do some independent research on your topic. You will prepare a ten-minute presentation for the class on how you expand your understanding of Native Writing and Rhetorics through this particular piece. Each day one-two of you will present. You may pair up with someone for this presentation (15 minutes). You will also need to write a one-page summary of your presentation to hand in. Note: As you research for this presentation, be careful to vet you

resources. Much of what is found online contributes to the perpetuation of the mythology. If you aren't sure, please ask before you present. **Due: as assigned (we will create schedule)**

You Must Make Your Own Map: We are mostly taught how to analyze discourses and rhetorical situations without understanding our own. This project allows you to think critically about your own practices and the spaces from which they emerge. It's about learning to understand spaces and places you occupy as power systems. It requires you create a map of your homeland or a physical space that holds meaning for you. Once you have done so, you will begin to overlay Indigenous spaces onto your map, understand the meaning of these spaces, and to see how the land and power structures shifted. It will also require you to examine the ways in which these influence your physical space. While you may use a variety of ways to produce your map, a handout will be provided to offer more details and suggestions. **Due: October 3 (mini presentation)**

***Mid-term** A take-home mid-term will be handed out during week four with several short essay questions.

Due: November 5

Final Project: There will be handouts available to explain writing a proposal, abstract, annotated bibliography, and literature review. I will provide some examples for you to review before you decide on your own topic. You must meet with me to get approval of your project:

A fifteen-minute conference presentation that explores some aspect of Native Writing and Rhetorics as you have come to understand these and as drawn upon through scholarly research. Because you are preparing conference presentation, this option requires that you include the following:

- A 200-250 word conference proposal (ideally for a future conference such as the BSU symposium)
- A 150-200 word abstract to be included with your paper
- A literature/materials review or annotated bibliography using primary and secondary sources (3-5 pages)
- A written conference paper (10-12 pages) which will be read/orated along with visuals or tactiles (see next)
- Visuals: PPT, overheads, handouts, digital, visual or material rhetorics which will be presented with your paper

You should consider presenting your work at the mid-year symposium or another conference. We will discuss options in class.

Final copy DUE: December 16 by noon

Reflection on the Course: At the end of the course and included with your final project, you must write a reflection on the course. This can be in the form of a letter or essay or any other creative way you would like to present it. In it, you should discuss your understanding of Native peoples and cultures before and after the course. You should also specifically mention which articles, films, events, discussions (etc.) helped to shape your thinking around the issues. Also discuss which were not as useful and what you think might be valuable as the course is taught again. As well, discuss your participation and contributions along with the work you did.

DUE: December 16 by noon

Evaluating Your Work: I value your labor in taking a class. If you complete all the work on time fulfilling all the requirements with satisfactory effort, you will earn a C for the class. Earning a B means you complete the work on time fulfilling all the requirements with above average effort. Earning an A means you complete the work on time fulfilling all the requirements demonstrating clear and critical thinking and going above the ordinary. Below is a percentage scale for the components of the course.

20% Class Participation: At the upper-levels of college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in discussions and workshops and being prepared. I value your insights regarding class materials and the nature of our discussions. This kind of participation allows us as scholars to engage in thoughtful discussions and, ultimately, new levels of learning. This also means up to a twenty-point difference in your final grade.

10% Homework: Homework is a priority and includes anything you are asked to do before the next class meeting. Unless you have a strong reason, no late homework will be accepted. If the responses are less than a page(500 words) or do not show evidence of thoughtful response, they will receive half or zero credit.

20% Map Project

20% Midterm

30% Final Project and Course Reflection Project: Your final project and presentations as well as your course reflection will constitute this grade.

Attendance, Plagiarism and Other Suggestions

1. *In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.*

2. *You should make every effort to join the class on time. After four missed classes (equally two weeks), your grade will be affected; miss six classes and do not expect to pass the course. Please take the class seriously through your attendance and participation; it makes the atmosphere better for all of us.*

3. *Plagiarism—we all know that this is intellectual theft. Bottom line, don't do it. It's a serious offense that could not only jeopardize your grade, but has other serious consequences. This is a link to BSU's Academic Integrity Policy:*

<http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>

4. *Please let me know if you have a preferred name or preferred pronouns. I will expect the class to respect your preferences.*

5. *Feel challenged—one of the great things about this work is that we are still breaking some new ground. While the reading load is very heavy, there is still so much more. If you find something that looks interesting, bring it in or discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.*

6. *Talk to me—I make myself available in multiple ways. Let me know if there are any issues before they grow.*

7. *Have a sense of humor.*

8. *Take risks*



***Your ancestors sit on your shoulders
to keep your feet on the ground.***



Three Sisters Garden

<->Tentative Schedule<->

(This schedule is subject to change with sufficient notice to participants.)

	WEEK 1 Introduction to the course
September 3	<p>Land Acknowledgement and the Haudenosaunee Thanks Giving Address</p> <p>Prior knowledge activity -what do we know?</p> <p>Introductions</p> <p>Brief Overview; go over syllabus.</p> <p>Homework for next class: Read—The Introduction to “All the Real Indians Died Off.” Watch--We Shall Remain: After the Mayflower Visit-- OUR STORY: 400 Years https://www.plymouth400inc.org/our-story-exhibit-wampanoag-history/</p> <p>Write a one-page response and post to Google Docs</p>
	WEEK 2
September 8	<p>Reintroduce ourselves</p> <p>Some background: Doctrine of Discovery; Contact: 1621 “treaty”</p> <p>Discussion of readings</p> <p>Sign up for S&R Presentation</p> <p>What is Rhetorical Mapping?</p> <p>Writing Groups to discuss Project 1: You Must Make Your Own Map</p> <p>Homework for next class: Read—(1) Blue Spruce, The Land has Memory, and Gould, “Poems as Maps”; Harjo, “Map to the Next World,” Driskill “Map of the Americas,” and Miranda’s “Indian Cartography” Write a one-page response and post to Google Docs NOTE: This may seem like a lot, but not due until 9/15</p>
September 9	Add Drop ends today
September 10*	Today is a Monday Schedule—NO CLASS
	WEEK 3

September 15	<p>S&R Presentation by _____</p> <p>Readings discussion·</p> <p>Project I: Rhetorical Mapping discussion</p> <p>Rhetorical Mapping Examples</p> <p>Groups to discuss Project 1</p> <p>Homework for next class: Read Read Delucia, “Past and Place” Write a one-page response and post to Google Docs· Research: for Project 1 and bring ideas to discuss in class (this will be ongoing to complete mapping project)</p>
September 17	<p>S&R Presentation by _____</p> <p>Readings discussion·</p> <p>Making Project* need to get materials</p> <p>Writing Groups to discuss Project 1</p> <p>Homework for next class: Read excerpts from <i>A Common Pot</i> (and excerpts from <i>Braiding Sweet Grass</i> (Kimmerer) “Land as Pedagogy.” Write a one-page response and post to Google Docs· Write a one-page response and post to Google Docs·</p>
	WEEK 4
September 22	<p>S&R Presentation by _____</p> <p>Readings discussion·</p> <p>Homework for next class: Read Susan Powell, “First Fruits” and information on the Harvard Indian School· Write a one-page response and post to Google Docs· Prepare Research for Project 1 for Review·</p>
September 24	<p>S&R Presentation by _____</p> <p>Readings discussion·</p> <p>Peer Review Project 1</p> <p>Homework for next class: Read Lyons “Rhetorical Sovereignty,” and Powell “River” Write a one-page response and post to Google Docs· Prepare Project 1 for handing in·</p>
	WEEK 5
September 29	<p>S&R Presentation by _____</p> <p>Readings discussion·</p> <p>Discuss Midterm Project***</p> <p>Homework for next class: Read King, <i>The Truth about Stories</i> and articles on the Bering Strait·</p> <p>Write a one-page response and post to Google Docs·</p>
October 1 *Map Project Due	<p>S&R Presentation by _____</p> <p>Readings discussion</p> <p>Homework for next class: catch up—next class we will attend a panel discussion</p>

October 3-4	Indigenous History Conference (see schedule on website)
	WEEK 6 Inaugural Indigenous Peoples Day at BSU TEACH IN week
October 6	<p>Today we will attend (virtually) a panel on the Inaugural Indigenous Peoples Day at BSU Zoom Link will be posted on our website.</p> <p>Homework for next class: Read excerpts from <i>Rethinking Columbus</i> and “Re-Encounter”</p> <p>Visit Columbus Day: https://time.com/4523330/columbus-day-indigenous-peoples-day-history/</p> <p>Visit Debbie Reese’s page <i>American Indians in Children’s Literature</i> https://americanindiansinchildrensliterature.blogspot.com/</p> <p>Write a one-page response and post to Google Docs.</p>
October 8	<p>S&R Presentation by _____</p> <p>Readings discussion</p> <p>Midterm Handout</p> <p>Homework for next class: <i>Standing Bear</i>; <i>Zitkala Sa</i>; and Erdrich, “Indian Boarding School” · Read and Explore The Carlisle Indian School website: http://carlisleindian-dickinson.edu/ and Background on “Indian Boarding School..” http://www.english-illinois.edu/maps/poets/a_f/erdrich/boarding/index.htm Write a one-page response and post to Google Docs.</p>
October 12	Indigenous Peoples Day at BSU
	WEEK 7
October 13	<p>S&R Presentation by _____</p> <p>Readings discussion</p> <p>Homework for next class: “Why Educators Can’t Ignore Mascots” “Native Images in Schools and the Racially Hostile Environment,” and NCAI Data on HS Mascots</p> <p>Watch some of the Smithsonian conference (https://www.youtube.com/watch?v=NWpy7ozOwTU).</p> <p>Write a one-page response and post to Google Docs.</p>
October 15	<p>S&R Presentation by _____</p> <p>Readings discussion.</p> <p>Homework for next class: Read excerpts from <i>Playing Indian</i> and Lisa King “Revisiting Winnetou” · Read and Explore: <i>Native Appropriations</i>: http://nativeappropriations.com/ Write a one-page response and post to Google Docs.</p>
October 18	Indigenous History Conference (see schedule on website)

	WEEK 8
October 20	S&R Presentation by _____ Readings discussion Homework for next class: Read “New World of Indian Museum” Visit <i>On the Wampum Trail</i> https://wampumtrail.wordpress.com/ Write a one-page response and post to Google Docs.
October 22	S&R Presentation by _____ Readings discussion Homework for next class: Read excerpts from Bruchac’s <i>Savage Kin</i> and Bruchac Article Write a one-page response and post to Google Docs.
October 25	Indigenous History Conference (see schedule on website)
	WEEK 9
October 27	S&R Presentation by _____ Readings discussion Homework for next class: Read “From Tomahawk Chop...” Write a one-page response and post to Google Docs. Work on midterm due next Tuesday (November 5).
October 29	S&R Presentation by _____ Readings discussion Groups to Discuss Final Project. Homework for next class: Read “Decolonial Hip-hop” (Mays) Watch “Rebel Music: Native America” http://www.mtv.com/news/2154171/rebel-music-native-america-7th-generation-rises/ Write a one-page response and post to Google Docs. Also bring in two-three ideas for a final project.
November 1	Indigenous History Conference (see schedule on website)
	WEEK 10
November 3 VOTE!	Today will be asynchronous so that people can go to vote Homework for next class: Continue with homework from 10/29 VOTE!
November 5 *Mid-terms DUE	S&R Presentation by _____ Readings discussion Final Project proposals discussion Homework for next class: Read “Hear Our Languages” and watch <i>We Still Live Here</i> . Write a one-page response and post to Google Docs. Revise proposal for final project
November 8	Indigenous History Conference (see schedule on website)

	WEEK 11
November 10	S&R Presentation by _____ Readings discussion Guest Speaker Groups to discuss final project resources Homework for next class: Read "Walking with Our Relatives" Write a one-page response and post to Google Docs.
November 12	S&R Presentation by _____ Readings discussion Groups to discuss final project Homework for next class: Read "Like a Hurricane" Watch Wounded Knee: https://www.youtube.com/watch?v=OpbxnuwODw0 Write a one-page response and post to Google Docs. · Prepare Final Project for Peer Review.
November 15	Indigenous History Conference (see schedule on website)
	WEEK 12
November 17	S&R Presentation by _____ Readings discussion Homework for next class: Read excerpts from <i>Indigenous Food Sovereignty in the United States</i> and "Seeds and Soil" Write a one-page response and post to Google Docs. Prepare Final Project for Peer Review.
November 19	S&R Presentation by _____ Readings discussion Homework for next class: Prepare questions on any of readings/speakers/discussions we have had. Be prepared to share next class. Write a one-page response and post to Google Docs.
November 20	Last Day to withdraw from a class
November 21 and 22	Indigenous History Conference (see schedule on website)
	WEEK 13
November 24	S&R Presentation by _____ Catch-up Discussion Updates on Final Projects Homework for next class: Read "Indigenous Ways of Knowing for 21 st Century" and "Stitching Sovereignty" Write a one-page response and post to Google Docs. Prepare Final Project for Peer Review.
November 26*	FALLFEAST—NO CLASS Fall Feast Holiday Break. Enjoy connecting with relations
	All classes go to online following the Fall Break

	<i>WEEK 14</i>
<i>December 1</i>	<i>Readings discussion Final Project Peer Review Homework for next class: Read Carceri vs. Salazar and “Indian Gaming.” Write a one-page response and post to Google Docs.</i>
<i>December 3</i>	<i>Readings discussion Prepare Mini reports on final projects</i>
<i>December 7 Extra Credit</i>	<i>Student Research Symposium—Extra Credit for presenting</i>
	<i>WEEK 15</i>
<i>December 8</i>	<i>Final Reflections</i>
	<i>Classes end on December 9: Reading Day is December 10: Finals are December 11-17</i>
<i>December 10</i>	<i>Final Projects and Reflection Due by 2:00 pm</i>