

ENGL 326: Native Writing and Rhetorics

FALL 2021

TTH 12:30-1:45 in Kelly Gym 120

Office hours: M 3:30-4:30 (zoom)

T 8:15-9:15 (zoom)

T 11:00-12:00 in RCC 101 and by appointment

Dr. Joyce Rain Anderson

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Masks are to be properly worn inside, and social distancing will be required. Please do not come to class if you are ill. Please consult the Covid information on the BSU website for policies and procedures: <https://www.bridgew.edu/fall-2021-return>



Woven bags by Kerri Helme
(Mashpee Wampanoag)

Kunepeum (welcome) to Native Writing and Rhetorics.

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.

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.

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?

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 I like to think of as thought-work: what did you pull from the reading; what did 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, writings and other creations by Native peoples. What relationships might they 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. In class, you will share these with your peers, read and write a response to them. 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 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 your resources. Much of what is found online contributes to misrepresentation or appropriation. 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 and what the effect has been on others. It will also require you to pay attention to land and land-based understandings. While you may use a variety of ways to produce your map, a handout will be provided to offer more details and suggestions.

Due to hand in and share highlights in class: October 7

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

Due: November 2

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 discuss 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 mid-year symposium)
- A 150-200 word abstract to be included with your paper
- A literature/materials review or annotated bibliography using primary and secondary sources (2-4 pages)
- A written conference paper (8-10 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 13 by 2:00 pm

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 13 by 2:00 pm

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 rough 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, Academic Honesty, Relationships to Each Other, and Suggestions

1. In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility that make up our relationships. 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 be 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.)

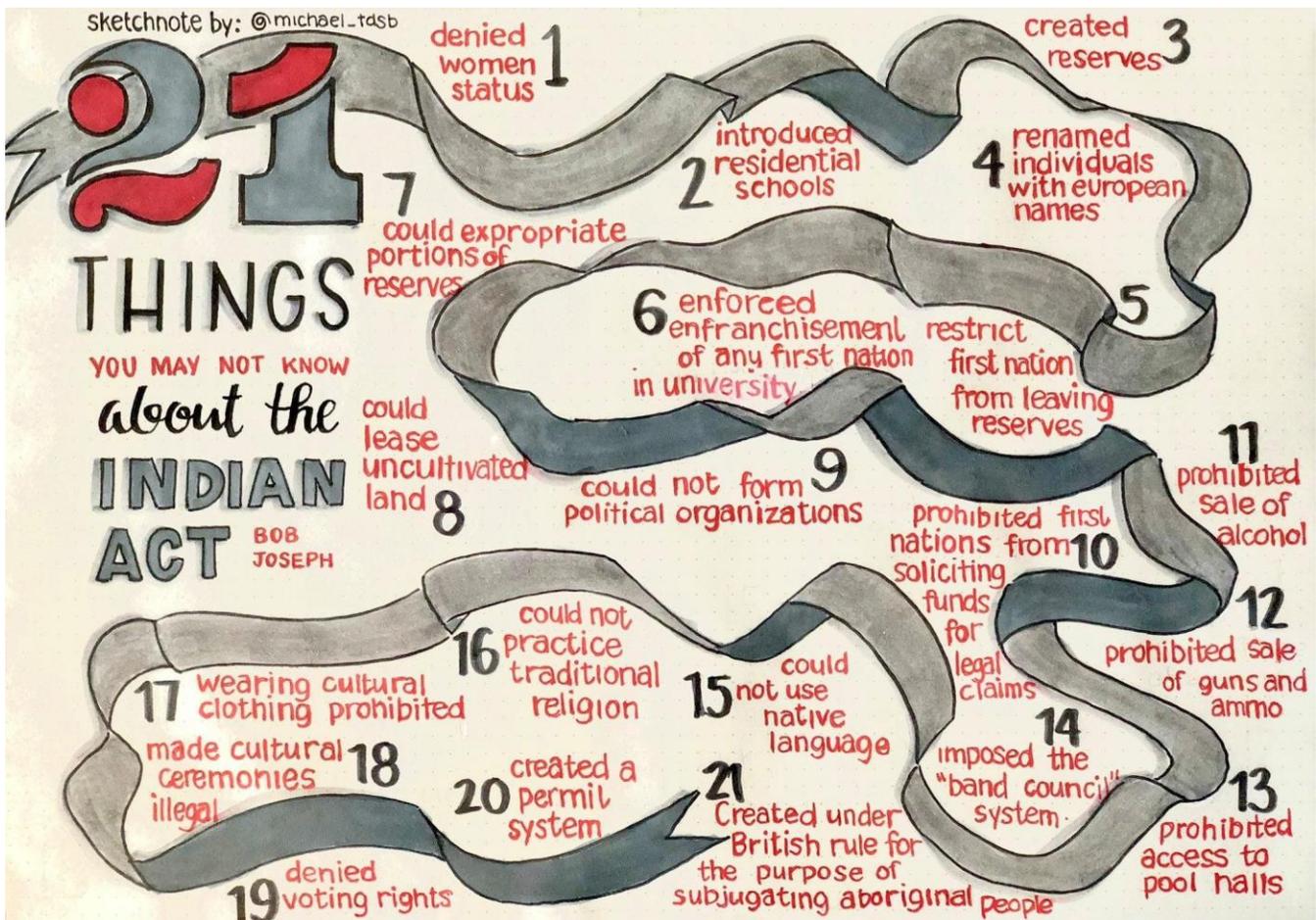
WEEK 1	
September 2	<p>My grandson is graduating from Navy Boot Camp on September 3, so I will be traveling to Chicago today to see him. There will be no f2f class until Tuesday, September 7.</p> <p>Homework for next class: Watch—<i>Rutherford Falls Episode 1</i> (Peacock TV first three episodes are free) https://www.peacocktv.com/watch-online/tv/rutherford-falls/8330814257994338112/seasons/1/episodes/pilot-episode-1/78ced834-4b6a-3371-941f-7daafc4d6490</p> <p>Read—The Introduction to <i>All the Real Indians Died Off</i>.</p> <p>Write a one-page response and post to our Google Doc</p>
Monday, September 6 is a holiday/ Wednesday September 8 is a Monday schedule—this does not affect our class	
WEEK 2	
September 7	<p>Land Acknowledgement and the Haudenosaunee Thanksgiving Address Who are we? Some background: Doctrine of Discovery; Settler Colonialism Discussion of <i>Rutherford Falls</i> and <i>All the Real Indians</i> Sign up for S&R Presentation What is Rhetorical Mapping? Visit-- OUR STORY: 400 Years https://www.plymouth400inc.org/our-story-exhibit-wampanoag-history/ Writing Groups to discuss Project 1: You Must Make Your Own Map Homework for next class: Read—(1) Blue Spruce, <i>The Land has Memory</i>, 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 most are shorter poems. Write a one-page response and post to our Google Doc</p>
September 9	Add/Drop ends today
September 9	<p>Readings discussion. Project I: Rhetorical Mapping and Place Names discussion Rhetorical Mapping Examples Groups to discuss Project 1</p>

	Homework for next class: Read excerpts from <i>A Common Pot</i> and (excerpts from <i>Braiding Sweet Grass</i> (Kimmerer). Write a one-page response and post to our Google Doc
	Orange Shirt Day Teach-In September 14-30. Look for campus displays
	WEEK 3
September 14	Readings discussion. Groups to discuss Project 1 Homework for next class: Read I Lost My Talk (poem) Rita Joe https://www.poetryinvoice.com/poems/i-lost-my-talk and “A Moral Obligation” https://thehill.com/opinion/civil-rights/563522-we-have-a-moral-obligation-to-learn-native-american-history?rl=1 Write a one-page response and post to our Google Doc
September 16	S&R Presentation by _____ Readings discussion. Making Project* need to get materials Writing Groups to discuss Project 1 Homework for next class: Read Homework for next class: Standing Bear; Zitkala Sa; and Erdrich, “Indian Boarding School.” 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 our Google Doc
	WEEK 4
September 21	S&R Presentation by _____ Readings discussion. Short Film Homework for next class: Read Susan Powell, “First Fruits” and information on the Harvard Indian School. Write a one-page response and post to our Google Doc. Prepare for Project I for Review.
September 23	S&R Presentation by _____ Readings discussion. Peer Review Project I Homework for next class: Read Lyons “Rhetorical Sovereignty,” and Powell “River” Write a one-page response and post to Google Docs.
	WEEK 5
September 28	S&R Presentation by _____ Readings discussion. Discuss Midterm Project*** Homework for next class: catch up—next class we will attend a panel discussion. If you can, please wear orange.
September 30 Orange Shirt Day	Today we will attend an event “Today We Pause” in the Library Heritage Room Homework for next class: Read (see homework under October 5 and read ahead) Prepare Map Project to hand in October 7
Stand-Out	At 3:00 PM the Bridgewater Community for Civil Rights (BCCR) is holding a Stand-Out for Orange Shirt Day in the Bridgewater Commons. Please join us if you can.
	WEEK 6 Indigenous Peoples Day at BSU TEACH IN week
October 5	Today we will attend a panel on the Indigenous Peoples Day at BSU Details TBA Homework for next class: Read excerpts from <i>Rethinking Columbus</i> and “Re-Encounter”

	<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 7 *Map Project Due	<p>S&R Presentation by _____</p> <p>Readings discussion</p> <p>Midterm Handout</p> <p>Homework for next class: Read Scan parts of the <i>United Nations Rights of Indigenous Peoples (UNDRIP)</i> https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html and read Marge Bruchac’s “Chains of Custody”</p> <p>Write a one-page response and post to Google Docs.</p> <p>We will be attending an event that discusses UDRIP and Wampum belts on Tuesday. Prepare some questions.</p>
October 11	<p>Indigenous Peoples Day at BSU—holiday</p> <p>BCCR is having a Stand-Out in Bridgewater Center</p>
	WEEK 7
October 12	<p>We are attending an event. Details TBD</p> <p>Homework for next class: Read King, <i>The Truth about Stories</i> and articles on the Bering Strait. Write a one-page response and post to Google Docs. Continue work on Midterm.</p>
October 14	<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: Native Appropriations: http://nativeappropriations.com/</p> <p>Write a one-page response and post to Google Docs.</p>
	WEEK 8
October 19	<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 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 21	<p>S&R Presentation by _____</p> <p>Readings discussion.</p> <p>Homework for next class: Read excerpts from Bruchac’s <i>Savage Kin</i> and Steeve’s <i>Into to The Indigenous Paleolithic</i>” Write a one-page response and post to Google Docs.</p>
	WEEK 9
October 26	<p>S&R Presentation by _____</p> <p>Readings discussion</p> <p>Homework for next class: Read “From Tomahawk Chop...” Write a one-page response and post to Google Docs. Continue working on midterm due next November 5.</p>
October 28	<p>S&R Presentation by _____</p> <p>Readings discussion</p> <p>Groups to Discuss Final Project.</p> <p>Homework for next class: Read “Decolonial Hiphop” (Mays) Watch “Rebel Muisc: 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.</p> <p>Also bring in two-three ideas for a final project.</p>

	WEEK 10
November 2 *Mid-terms DUE	S&R Presentation by _____ Readings discussion Final Project proposals discussion Homework for next class: Read “Hear Our Languages” and explore The Wôpanâak Language Reclamation Project https://www.wlrp.org/ Write a one-page response and post to Google Docs. Revise proposal for final project
November 4	S&R Presentation by _____ Readings discussion Groups to Discuss Final Project. Homework for next class: Read “Code Talking” and Natives in Military. Write a one-page response and post to Google Docs.
	WEEK 11
November 9	S&R Presentation by _____ Readings discussion Guest Speaker Groups to discuss final project resources Homework for next class (November 16): Read <i>Like a Hurricane</i> ,” “Artivism” and “Walking with Our Relatives” Write a one-page response and post to Google Docs.
November 11	Veterans Day—No Class
	WEEK 12
November 16	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 18	S&R Presentation by _____ Readings discussion Homework for next class (November 30): Read “Indigenous Ways of Knowing for 21 st Century” and “Stitching Sovereignty” Write a one-page response and post to Google Docs.
November 19	Last Day to withdraw from a fall 2021 class
	WEEK 13
November 23	S&R Presentation by _____ Readings Discussion Updates on Final Projects Homework for next class (November 30): Use the time to catch up and work on final projects Prepare Final Project for Peer Review on December 2.
November 25*	FALLFEAST—NO CLASS Fall Feast Holiday Break. Enjoy connecting with relations
	WEEK 14
November 30	S&R Presentation by _____ Catch-up 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.

December 2	Readings Discussion Final Project Peer Review Prepare Mini reports on final projects and final thoughts
December 2-3 or 1-16	Mid-Year Symposium 2021 is a Hybrid Event! Thursday & Friday, December 2-3, 2021: In-person sessions December 1-16, 2021: Asynchronous presentations online
	WEEK 15
December 7	Final Class and Reflections
	Classes end on December 8: Reading Day is December 9: Finals are December 10-16
December 13	Final Projects and Reflection Due by 2:00 pm



Dr. Joyce Rain Anderson Meeting Room for Zoom

<https://bridgew.zoom.us/j/98886764165?pwd=WTQzK2RvQ2tLUKRQT2lWWUpJMFVLT09>

Meeting ID: 988 8676 4165

Passcode: 359502

Office Hours:

M 3:30-4:30 (online)

T 11:00-12:15 (online)

TH 11:00-12:00 and by appointment