

## ENGL 235: Native Women's Writing

Dr. Joyce Rain Anderson

FALL 2021

Tuesday 4:45-7:25 via ZOOM

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

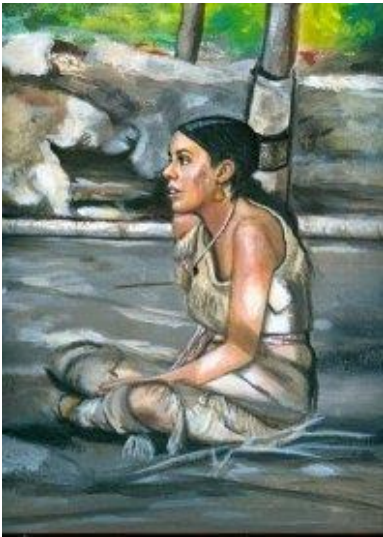
T 8:15-9:15 (zoom)

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

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*Kunepum* (welcome) to Native Women Writers. 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 Women's knowledges and creative works. Many of you will enter this course with preconceived notions of Native peoples and the roles of women within Native societies. 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 course, we will not be able to read everything, but we will read a substantial amount for each, and I will ask you to read something on your own to share with the class. Then, you will each find an area which warrants more attention for the final projects. I will invite some guest speakers to class, so you can hear their perspectives.

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

- ❖ Identifying and exploring your own understanding of Native peoples, particularly women.
- ❖ Broad general knowledge of the field Indigenous rhetorics.
- ❖ Experience of negotiating and thinking through questions of the field.
- ❖ Develop an understanding of Native women's roles within a variety of communities.
- ❖ Develop an understanding of writings by Native women.
- ❖ 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 are Indigenous knowledges?
- How do we define things like writing, texts, digital, visuals, performance, and materials?
- How do our cultural biases influence our interpretations?

- How do Native women 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 which will be posted to Blackboard to which you will respond each week
- A novel written by a Native Woman which you read independently  
You will need to purchase it. (A list of preferred titles will be provided)



**Class Assignments and Projects:**

**Readings:** Each 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) and post to the Blackboard Discussion Forum for that week. You also must respond to at least two of your peers’ posts. Please take care to respond to different classmates (not the same ones each week) so that everyone gets to participate.

**Critical responses:** Each, you are expected to write about 400- 500 words for a response. These critical responses are assigned to demonstrate your active engagement with the readings:

What did you learn from the readings?

How do you make connections to your own experiences, other readings, your writing, work of the class and so on.

You may consider how the readings contribute to your understanding of Native American and Indigenous peoples and cultures.

What relationships do these readings have to your learning, your own culture, 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 your peers and professor.

These responses must be completed by Friday evenings at 11:59 pm each week. You will also use these to comment on in the reflective paper at the end of the course.

**Due : As homework and posted at least two hours before each class**

**Independent Reading of a Novel:** This assignment asks you to choose a novel\* written by an Indigenous woman from an approved list and read it over the semester. You will give short updates on specific discussion forums on Blackboard in September, October and November. You will then submit a review (not a book report) of the novel to complete the assignment (more details in assignment). \*there are some non-fiction possibilities if you prefer.

**DUE: November 30**

**Native Women in the Media:** This assignment gives you an opportunity to analyze a particular aspect of how Native women have been portrayed in media and popular culture. You may choose a particular woman such as Secretary Deb Haaland or a topic which includes more than one particular person i.e. "the Indian princess"

**DUE: October 8**

**Final Project:** A fifteen-minute conference presentation that explores some aspect of Native Women Writers 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 conference proposal (ideally for a future conference)
- A 150-200 word abstract
- A literature/materials review or annotated bibliography
- A written conference paper (8-10 pages) or multigenre project 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

**DUE: December 16**

**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**

## 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.

**10% Class Participation:** In college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in the discussions, and being timely and 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 ten-point difference in your final grade.

**20% Homework:** Homework is a priority and includes anything you are asked to do for weekly discussions and your independent reading of a novel. Unless you have a strong reason, no late homework will be accepted. If the responses are less than 400 words or do not show evidence of thoughtful response, they will receive half or zero credit. Likewise, if you do not respond thoughtfully to your peers, your final grade will reflect the lack of participation.

**20% Novel**

**20% Native Women in Media**

**30% Final Project and Course Reflection.**

### **Attendance, Academic Honesty, and Other Suggestions**

1. In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility and how we build 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 must take responsibility for being in class during our Zoom preferably with cameras on and for completing your work on time. Be sure to respond to your peers' posts in a timely manner.
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 and 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. **Covid information on the BSU website for policies and procedures:**  
<https://www.bridgew.edu/fall-2021-return>
5. Please let me know if you have a preferred name or preferred pronouns. I will expect the class to respect your preferences.
6. 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, discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.

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

8. Have a sense of humor.

9. Take risks





**Tentative Schedule (This schedule is subject to change with sufficient notice to participants.) You will find the readings posted with each discussion forum.**

<b>September 7</b>	Introductions; go over syllabus ; some background; choose novels <b>HOMEWORK:</b> Read the chapters from <i>Native Women’s History</i> . Post a 500-word response on BB; respond to a peer’s post.
<b>September 14</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read Silko and Hogan. Post a 500-word response on BB; respond to a peer’s post.
<b>September 21</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read Brooks. Post a 500-word response on BB; respond to a peer’s post.
<b>September 28</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read Miranda and Gould. Post a 500-word response on BB; respond to a peer’s post.
<b>October 5</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read Harjo. Post a 500-word response on BB; respond to a peer’s post.
<b>October 12</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read LaDuke and Cook. Post a 500-word response on BB; respond to a peer’s post.
<b>October 19</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read on Food Sovereignty Post a 500-word response on BB; respond to a peer’s post.
<b>October 26</b>	Discussion of readings

	Video TBA <b>HOMEWORK:</b> Post a 500-word response on BB; respond to a peer's post.
<b>November 2</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read Belcourt and Helme. Post a 500-word response on BB; respond to a peer's post.
<b>November 9</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read Tuhiwai Smith. Post a 500-word response on BB; respond to a peer's post.
<b>November 16</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> Read articles on films Post a 500-word response on BB; respond to a peer's post.
<b>November 23</b>	Discussion of readings Video TBA <b>HOMEWORK:</b> catch up week
<b>November 30</b>	Discussion of novels Video TBA
<b>December 7</b>	Final Class and Reflections. Complete your final project and hand in by December 16