

Native American Studies R1B: Fall 2012

Lecture: Fuifuilupe Niumeitolu
Email: fuifuilupe@berkeley.edu
Class Meets: Tues, Thurs 8:00Am-9:30Am
Office Hours: M 11:00 a.m.-12 p.m (Café Milano)
Location: 175 Barrows

Course Description

This course in contemporary Native American literature is structured to develop critical thinking, writing skills, public speaking skills and moreover, you will also learn to write a literary research paper. Utilizing texts of various genres and perspectives, this course will focus on issues of identity through the lens of race, gender, class, and sexuality. From this course, students will develop a comprehensive understanding of how to examine texts closely and critically when reading, writing, discussing, peer editing, and producing creative work. Although in academia, the critical and creative are often considered disparate realms, this course will demonstrate how writing creatively not only informs critical work by fostering an understanding of literary craft and technique, but also how writing creatively may inform critical writing in a notable and productive manner. Students will learn the value of viewing literature and lived experiences within larger socio-historical contexts.

Course Objectives

- To read closely and relate learning to lived experiences.
- To speak and write clearly, concisely, and meaningfully.
- To actively engage in critical and creative work.
- To become familiar with Native American and Global Indigenous literature and histories.
- To understand that the personal is also political by placing literature and lived experiences in larger socio-historical contexts.
- To develop skills that will enable you to work and negotiate with others in a group setting and to learn public speaking skills.
- To learn to navigate library system and to conduct research and to produce a literary research essay.

Required Texts

1. *Ceremony* by Leslie Marmorek
2. *Dogside Story* by Patricia Grace
3. *Lone Ranger And Tonoto Fistfight in Heaven* by Sherman Alexie
4. *Reinventing the Enemy's Language: Contemporary Native Women's Writings* edited by Joy Harjo and Gloria Bird
5. *Borderlands, La Frontera* by Gloria Anzaldúa

All books available at Eastwind Books of Berkeley, 2066 University Ave, 510.548.2350

Course Requirements

REQUIREMENTS & GRADING (Please DO NOT turn in any of your work via e-mail unless we've discussed this beforehand)

Personal Narrative Essay 5%

Directions for the Personal Narrative Essay #1 will be given in class.

Critical Paper #2 (6-7pages) 15%

In the analytical essay, you develop a focused argument of your choice that supports your reading of a course text. You will revise this essay twice before writing the final draft.

Research Paper (8-10 Pages) 25%

The research paper is a major part of your grade and will be turned in different stages. First, you are to choose a novel from the course to write about and formulate an appropriate thesis. From there, you are to incorporate research into your argument. You are required to use at least four critical resources for your research paper. Wikipedia and Popular magazine articles are not considered. The research paper will be submitted in stages: (1) You will turn in a research proposal. The proposal will state which novel you will use and what is your thesis of interest and a tentative outline (2) You will submit a tentative bibliography. This is a list of critical resources that you will use to write your research paper.

You will share this draft with your peer editors on **group editing day**. (4) The final draft will be submitted. Please submit all parts of the research paper, including copies of the critical resources you used.

Group editing for analytical and research papers

You are required to have working copies of your paper for peer editors. While these papers are works in progress, they should be passing quality. They must be typed, double-spaced. Missing or coming unprepared for draft day will result in a lowering of your grade. Students will critique each other's papers, writing comments on the draft. A marked draft with the peer editor's name must be turned in with the final copy. Your comments will be evaluated, although not graded.

Paper format:

Papers should be: typewritten, double-spaced, in 12-point font, with 1-inch margins. Each page should bear your name and page number in the upper right-hand corner. All pages should be arranged in the proper order and STAPLED together. Citations should be in MLA format .

Short Responses 10%

The short response is a reflection on the current work that you have read for this course. The short response should be typed, 2-3 pages in length. Please note that the short responses on the individual chapters from *Borderlands: La frontera* can be 1-2 pages long. Short response should address the following: (1) What are some of the central themes of the text? What do you think the author is trying to accomplish and why is this important? How does this speak to the ethnic American experience? **Please note that you will turn in a short Response for all four novels that we will be reading in this course including a response for each essay that we will be reading from the book, Borderlands.**

Group Project 20%

The class will be divided into four groups and each will present on one of the four key texts. You will be graded on how you engage with themes and issues the text raises. The presentation should be at least 50-60 minutes. Groups will be graded by the class and the instructors with the following criteria: Preparation, Grasp of

material, Insight, Clarity/Focus, Helpfulness, Originality/Creativity, Effective Class Involvement, Group Dynamics.
Creativity is highly encouraged.

The presentation should have a well thought out and succinct thesis and it should include major quotes with page numbers that support the thesis. You should also provide some type of creative handout to your classmates. The handout should include your thesis, quotes that are included in the presentation, and any discussion questions that the group has incorporated into the presentation.

Class Participation 15%

Includes daily attendance, in-class writing assignments, involvement in discussion, peer editing, quizzes, and viewing video/films. **Note: If I suspect that the required reading has not been done, I reserve the right to administer pop quizzes at any time. These quizzes will be part of your class participation grade.**

CLASS POLICIES

- 1) All reading is to be completed by the day of open discussions. Quizzes will be given at random.
- 2) The late penalty for papers is 1/3 of a grade off (e.g. from B to B-) for every day late.
- 3) Plagiarism will be severely penalized. Plagiarism on one assignment may result in an F for the entire course. University guidelines on dealing with plagiarism will be followed. If you are not sure what constitutes plagiarism, check with the instructor before you turn in the work

Class policies

- All reading is to be completed on the day of discussion and/or presentation.
- All late papers will be subject to 1/3 of a grade penalty for each day late (ex: from B+ to B).
- Plagiarism will be severely penalized and may result in an F for the entire course.

TENTATIVE SCHEDULE

| Week 1 | |
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| Thurs Aug 23 | <ul style="list-style-type: none"> ○ Enrollment ○ Introduction to Course and Its Requirements |
| Week 2 | |
| Tuesday Aug 28 | <ul style="list-style-type: none"> ○ <i>Then There Were None (Film)</i> ○ Introduction to terms, daily reflection write-up due |
| Thursday Aug 30 | <p>Introduction to Essay Structure, using details such as bodily senses & Discuss 1st Essay/Personal Narrative Essay Guidelines Work on 1st Essay/Personal Narrative in Class Students Assigned into Book Groups</p> |

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| Week 3 | |
| Tuesday Sep 4 | <ul style="list-style-type: none"> ○ 1st Essay/Personal Narrative Essay Due ○ Discuss Zinser “On Writing Well” Chaps 1, 2, 3 (b-space) |
| Thursday Sep 6 | <ul style="list-style-type: none"> ○ Discuss Zinser Chaps 4,5,6 & 9 (b-space) ○ Short Response on Zinser readings due today (please note that short response on Zinser doesn’t have to be on individual chapters but on the reading as a whole) |
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| Week 4 | |
| Tuesday Sep 11 | <p>Lecture <i>Ceremony</i> Short Response on <i>Ceremony</i> due today</p> |
| Thursday Sep 13 | <ul style="list-style-type: none"> ○ Presentation <i>Ceremony</i> |
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| Week 5 | |
| Tuesday Sep 18 | <p>Lecture and discussion on the essays “The Homeland, Aztlan” & “La conciencia de la mestiza” from <i>Borderlands: La Frontera</i></p> <p><i>Short Response for each individual chapter due. Please note that response on an individual chapter can be 1-2 pages.</i></p> |
| Thursday Sep 20 | <p>Lecture and discussion on the essays “ Movimientos de rebeldia y las cultras que traicionan” & “How to Tame A Wild Tongue” From <i>Borderlands: La Frontera</i> Short Response for these chapters due today (1-2 pages) Watch <i>El Violin</i> (Film)</p> |
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| Week 3 | |
| Tuesday Sep 25 | Lecture on <i>Dogside Story</i> |
| Thursday Sep 27 | Presentation on <i>Dogside Story</i> |
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| Week 4 | |
| Tuesday Oct 2 | <p>Receive Guidelines for 2nd Essay Discussion on Essay structure, Begin free write on thesis, workshop thesis Develop working thesis and outline for essay</p> |

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| Thursday Oct 4 | Lecture on <i>Reinventing The Enemy's Language</i> (from pg 19-258) Short Response Due on first part of book |
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| Week 5 | |
| Tuesday Oct 9 | Lecture on <i>Reinventing The Enemy's Language</i> (pages 258-557) Short Response Due on second part of book |
| Thursday Oct 11 | Lecture on <i>Reinventing The Enemy's Language</i> Student Poetry Writing Assignment in-class today |
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| Week 6 | |
| Tuesday Oct 16 | Presentation on <i>Reinventing The Enemy's Language</i> |
| Thursday Oct 18 | Workshop thesis. Please bring a copy of your thesis for 2 nd Essay to class for peer evaluation. Thesis will receive evaluation from two class mates. Learn about Essay Introduction and Conclusion including larger point. |
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| Week 7 | |
| Tuesday Oct 23 | 1 st Draft of Essay 2 due in class today. Bring 2 Copies of Essay to Class for peer evaluation today. |
| Thursday Oct 25 | FINAL DRAFT of Essay 2 Due today. Please remember to include 2 copies of peer evaluations with your final draft & staple or paper clip your work. |
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| Week 8 | |
| Tuesday Oct 30 | Lecture on <i>Lone Ranger & Tonto Fistfight in Heaven</i> |
| Thursday Nov 1 | Presentation on <i>Lone Ranger & Tonto</i> |
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| Week 9 | |

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| Tuesday Nov 6 | Brainstorm thesis for Final Essay, Free Write in class, Workshop Thesis, Develop working thesis and outline |
| Thursday Nov 8 | Bring thesis to class and will receive peer review from 2 class mates Learn Essay structure and other fundamental info on writing |
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| Week 10 | |
| Tuesday Nov 13 | Library (Instructor will give info on meeting places) |
| Thursday Nov 15 | Library (Instructor will give info on meeting places) |
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| Week 11 | |
| Tuesday Nov 20 | Proposal & Working Bibliography Due (Working Bibliography should have at least 3 academic sources. Please note that you are required to have 4 academic sources for your final essay) Guest Speaker , Corrina Gould (Ohlone Community Leader & Community Organizer) will speak about Native American sacred sites and Shellmound Day After Thanksgiving Project. |
| Thursday Nov 22 | <i>No Class Today/ Holiday</i> |
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| Week 12 | |
| Tuesday Nov 27 | Watch <i>Once Were Warriors</i> (film) |
| Thursday Nov 29 | Watch <i>Once Were Warriors</i> (film) |
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| Week 13 Tues Dec 4 | Short Response from <i>Once Were Warriors</i> (Film) Due Party, Teacher Evaluations LAST DAY OF CLASS Extended office hours will be offered this week ;-) |
| Week 14 | <ul style="list-style-type: none"> ○ Essay #3 due December 13 by 2pm, ES Main Office – 506 Barrows |