

**Early Native American Literature**  
**ENGL 5326: Spring 2017**

**Instructor(s):** Dr. Paul Conrad

**My Contact Info:**

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**Office Hours:** 4-6PM on Wednesday or by appointment. I have an open door policy. If I am in my office please feel free to stop in and say hello.

**Time and Place of Class Meetings:** Wednesdays in TH 211, 6PM-8:50PM

**Description of Course Content:** This class focuses on Native American Literature before the emergence of the canonical American Indian authors of the mid-twentieth century. We will explore a range of texts authored by or credited to American Indians, focusing especially on nineteenth-century autobiography and novels. What did literacy and writing mean to different Indian authors and for whom did they write? Particular themes we will consider include Native engagement with and resistance to colonialism, racism, and Christianity, while also considering questions of reception, such as how non-Indians used American Indian authored texts for their own purposes. Students will choose one text to explore in greater depth by developing a conference paper-length critical analysis of one of its major themes over the course of the semester.

**Student Learning Objectives:**

- Students will gain familiarity with key texts in 19<sup>th</sup> century Native American literature and secondary interpretations of these texts
- Student will examine and be able to describe the historical contexts in which authors created their work
- Students will develop and articulate their own original interpretations of texts in class discussions
- Students will practice and improve their skills in research, analysis, writing, and presentation, especially by preparing a conference-length analysis of a key theme in one course text of their choosing

**Required Books and Other Course Materials:**

William Apess, *A Son of the Forest and other Writings* (University of Massachusetts Press, 1997)

Cherokee Editor: *The Writings of Elias Boudinot*, ed. Theda Perdue (University of Georgia Press, 1996)

Black Hawk, *The Life of Ma-ka-tai-me-she-ki-akaik* (Penguin Classics, 2008)

John Rollin Ridge, *The Life and Adventures of Joaquin Murieta* (University of Oklahoma Press, 1977)

Sarah Winnemucca, *Life Among the Piutes: Their Wrongs and Claims* (University of Nevada Press, 1994)

Alice Callahan, *Wynema* (University of Nebraska Press, 1997)

Note: While I encourage you to obtain print copies of the texts above to facilitate in class discussion, most of them are available on the web for free via a quick google search. Additional readings will be accessed electronically on the Course Blackboard page, as noted on the syllabus.

## Assignments

### Conference Paper Project (60%)

Your principle assignment will be to choose one course text to explore in greater depth by developing a conference paper-length critical analysis of one of its major themes over the course of the semester. This assignment will be completed in stages that mimic the actual process of proposing, preparing, revising, and delivering a conference paper.

This project will be completed in the following stages:

1. Draft of 250-word paper abstract (5%) [Posted to Blackboard on 3/29 by 12PM]
  - a. This abstract will describe your individual topic, potential argument, and the potential significance of your research. It should be geared towards the following conference:  
<https://www.naisa.org/call-for-papers-2017.html>
2. Panel proposal (5%) [Posted to Blackboard on 3/29 by 9PM]
  - a. Based on your topics of interest, you will be assigned into two panels. Working together, panelists will create a paragraph-length description of the topic of your panel together. In addition, panelists will each prepare a 1pg. CV and submit a revised 250-word abstract. Your grade will be based on the quality of the panel proposal as a whole.
3. Full draft of conference paper and feedback on fellow panelists' writing (10%) [Drafts due to panels and to me by 9PM on 4/19]
4. Presentation of conference papers (10%)
  - a. You will present your conference papers to the class on May 3rd. We will figure out the exact schedule in advance. If possible, I am going to try and schedule a place and time earlier in the day and invite faculty and students to attend. Your grade on the presentation will be based on the following: was your pace effective, did you make eye contact with audience, did you field any questions about your work effectively, etc.
5. Final 8 pg. conference paper (30%) [Due on day of presentation]
  - a. The final paper will be graded for the quality of the writing and research as well as the degree of revision from the rough draft.

### Attendance/Participation (22%)

This is a very small class and your attendance and participation is critical to everyone's learning. Your presence, preparation, and participation will be assessed on a 2, 1, 0 scale for each of our regular class meetings. 2= present, prepared and contributing, 1=present, preparation/contribution lacking, 0=Not present, no contribution

### Tribal Context Presentation (18%)

On January 25 (Week 2), each of you will sign up to present contextual information for one of the major texts we're reading this semester. This information will center on the tribal culture and context from which the main author being discussed that week emerged.

Your presentation of approximately 10-15 minutes should achieve (in whatever creative fashion you see fit) the following: 1) Describe the tribe's name for itself, as well as the origins of the name it may commonly be known by 2) Mention the language spoken by the tribe, including how to say hello in that language 3) Describe the territory of the tribe at the time the text was written 4) briefly describe the historical context that you think is relevant to the authorship of the text 5) Describe the current status and location of the tribe

## Course Schedule

Dates	Topic/Main Text	Secondary Readings and Deadlines
Jan. 18	Course Introduction	
Jan. 25	Relating oral to written traditions; Introduction to key themes, approaches	See selection of articles, book chapter posted on Blackboard under “Course Materials”
Feb. 1	William Apess, <i>Son of the Forest and other Writings</i> And also <i>An Indian’s Looking Glass for the White Man</i> [Blackboard]	Jean M. O’Brien, Selection from <i>Firsting and Lasting</i> [Blackboard], especially Preface and p. 178-191.
Feb. 8	Black Hawk, <i>The Life of Ma-ka-tai-me- she-kiakaik</i>	Mark Rifkin, “Documenting Tradition: Territoriality and Textuality in Black hawk’s Narrative” [Blackboard]
Feb. 15	<i>Cherokee</i> Editor: The Writings of Elias Boudinot, ed. Theda Perdue	Bethany Schneider, “Boudinot’s Change,” [Blackboard]
Feb. 22	John Rollin Ridge, <i>The Life and Adventures of Joaquin Murieta</i>	John Lowe, “I am Joaquin!” [Blackboard]
March 1	Sarah Winnemucca, <i>Life Among the Piutes: Their Wrongs and Claims</i>	Noreen Groover Lape “Cultural Liminality and Double Consciousness in Sarah Winnemucca Hopkins’s <i>Life among the Piutes: Their Wrongs and Claims.</i> ” [Blackboard]
March 8	Alice Callahan, <i>Wynema</i>	Melissa Ryan, “The Indian Problem as a Woman’s Question” [PDF]
March 15	SPRING BREAK	
March 22	Selections from Zitkala-Sa, <i>American Indian Stories</i> and Mourning Dove, <i>Coyote Stories</i> [Blackboard]	Harry Brown, “The Writing of Zitkala-Sa and Mourning Dove,” in <i>North American Indian Writing, Storytelling, and Critique</i> [Blackboard]
March 29	In-class Abstract and Panel Proposal Workday	Note: 250 word paper abstracts to be posted to Blackboard before 12PM; Final Panel proposals will be posted to Blackboard by end of class period.
April 5	In-class discussion of Conference Paper dos and don’ts; critique of sample presentations	Bring completed review sheets [Available on Blackboard] for each panel proposal with you to

		class with notes for discussion; "Preparing a Conference Paper and Presentation" Readings on Blackboard
April 12	<b>No Regular Class Meeting:</b> Individual Meetings with me to discuss progress	Meeting time signup on April 5
April 19	<b>No Regular Class Meeting:</b> Work on rough drafts. Full Rough Drafts posted to Blackboard by Wednesday the 19 <sup>th</sup> at 9PM	
April 26	In-class work-shopping of Rough Drafts and Discussion	<u>Coming to class having read and critiqued all drafts</u>
May 3	Final Presentations	Final Papers Due

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Paul Conrad.*

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. **For non-emergencies, contact the UTA PD at 817-272-3381.**

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will be taking attendance. Since this is a small seminar-based course, your engagement is vital to the success of everyone's learning experience over the course of the semester.

**Grading:** Please see the description of major assignments above for a breakdown of how course grade will be calculated. No late assignments will be accepted, except for in the event of an emergency in which arrangements are negotiated with the instructor. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/ao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act* (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to

students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion

of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**The English Writing Center (411LIBR):** Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.