

20th Century Native American Literature

Explorations of American Indian voices in poetry, fiction and non-fiction, how their concerns and issues are located, represented and interpreted within cultural, gender and political contexts. The basic goal of this course is to provide a structured approach to an understanding of the diverse range of Native American literary voices and to stimulate further, independent and informed reading after the course is over.

- Required texts:
1. Sherman Alexie, *The Absolutely True Diary*
 2. Charles Eastman, *From the Deep Woods.....*
 3. Joy Harjo, *In Mad Love and War*
 4. Scott Momaday, *House Made of Dawn*
 5. Purdy & Ruppert, *Nothing but the Truth (PR)*
 6. Leslie Silko, *Ceremony*

Introduction

Background

“Canyon River Song” (HO)

James Welch/Richard Hugo/J.D. Reed exercise (HO)

Sherman Alexie, L.A. Times review of Ian Frazier’s *On the Rez* (HO)

Janet Cambell Hale, “Where Have all the Indians Gone?” (HO)

Diane Burns, “Sure You Can Ask Me” (HO)

Carroll Arnett, “Bio-Poetic Statement” (HO)

Sherman Alexie, “13/16” (PR-416)

Linda Hogan, “Heritage” (HR-495)

Zitkala-Sa, “The Soft-Hearted Sioux” (PR-406)

Eastman

(Essay One due)

Paula Gunn Allen, “Deer Woman” (PR-255)

Linda Hogan, “Aunt Moon’s Young Man” (PR-266)

Leslie Silko, “Tony’s Story” (PR-362)

Simon Ortiz, “The Killing of a State Cop” (PR-321)

Gabriel Felipe’s confession (HO)

Momaday

Vine Deloria, “Indian Humor” (PR-39)

Tom King, “A Seat in the Garden” (PR-298)

Carter Revard, “Report to the Nation: Repossessing Europe” (PR-333)

AIM exercise—from Alcatraz to Washington, DC—1968-1973

Alcatraz statements (HO)
(Essay Two due)

Alexie

Joy Harjo, “The Woman Hanging from the Thirteenth Floor Window”
 (PR-480)

Harjo, poems beginning on pages 7, 17, 20, 24, 36, 59, 60, 62, 65

SILKO

(Essay Three due)

Class format: Mixture of lectures and discussion, with emphasis on students actively engaged in their own learning

Attendance: Required—exceptions can be negotiated, including testing out of the course

Grading:	Essays	60%
	Contribution to class learning	40%

The analytical, non-researched essays (three for upper credit, and two for lower credit) should be about 1,000 words each and focused on a text we have not discussed as a class. I’m looking for thoughtful explorations of a unique and intelligent reading of that text that would enlighten the readers.