Native American Rhetorics & Literatures

Dr. Qwo-Li Driskill
Qwo-Li.Driskill@oregonstate.edu.

COURSE DESCRIPTION
Examination of Native American rhetorics and literatures, with a focus on the relationship between composed, performed, and material rhetorics; covering Native American rhetors and writers from pre-colonization to the present and contextualizing them within contemporary Native issues. CREDITS: 3.

We will read extensively in Native rhetorics, literatures, and critical theories. The course will address a wide range of texts that include theory, material rhetorics, visual rhetorics, poetry, fiction, performance, speculative fiction, and non-fiction. The course will also focus on the intersectional and interdisciplinary nature of Native American and Indigenous Studies as a field.

LEARNING OUTCOMES AND COURSE OBJECTIVES

Learning outcomes and objectives for this course include, but are not limited to:

- An analysis of the relationship between material, visual, and performed rhetorics.
- Literacy in the histories and contexts from which Native American rhetorics and literatures emerge.
- Familiarity with contemporary Native American rhetorical theories and practices.
- An analysis of the theoretical issues emerging from Native Studies, particularly Native American and Indigenous rhetorical theories and literary criticism.
- Development of skills in interdisciplinary inquiry.
- An understanding of the relationship between rhetorics and poetics within Native American traditions.
- An analysis of both the overlaps and dissonance between Native American rhetorics and other rhetorics.
- An ability to critically, responsibly, and rigorously engage Native American rhetorics, literatures, and texts.
WHAT WE'LL DO
We will read, talk, write, imagine, and create. The use of interactive theater in the classroom will be a common learning technique. This course is designed to challenge you on a number of levels. I do not expect you to agree with or feel comfortable with every aspect of this course. I do, however, expect you to engage critically with these texts, your own writing, and the wider cultures in which you live. It is my expectation that all of us (including myself) will be challenged in new ways over the course of the semester.

Giduwa Cherokee (YSG GWY)Language
As part of our daily classroom activities, I will be teaching you basic words and phrases in the Giduwa dialect of the Cherokee language. The purpose of this is two-fold: 1). To provide an introduction to an Indigenous language in order to develop a more complex analysis of issues in Native rhetorics and literatures and 2). To introduce you to some of the language immersion techniques currently being employed by Native people in order to continue Native languages. You won't be graded on this—the point is to participate and learn what you can.

TEXTS & MATERIALS

BOOKS
Gould, Janice. *Doubters and Dreamers*. 9780816529278
LaDuke, Winona. *All Our Relations: Native Struggles for Land and Life*. South End. 0896085996.

ESSAYS
Haas, Angela M. "Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and


**SELECTIONS FROM**


**FILMS**

*Black Indians: An American Story.*

*Our Spirits Don’t Speak English: Indian Boarding School.*

*We Shall Remain. Episode 1: After the Mayflower; Episode 4: Geronimo*

**WEBSITES**


The Hemispheric Institute of Performance and Politics: [http://hemisphericinstitute.org/hemi/](http://hemisphericinstitute.org/hemi/)

Lakota Winter Counts: [http://wintercounts.si.edu](http://wintercounts.si.edu)

To Honor and Comfort: Native Quilting Traditions: [http://museum.msu.edu/museum/tes/thc/exhibit%201.htm](http://museum.msu.edu/museum/tes/thc/exhibit%201.htm)

**OTHER MATERIALS**

Imitation wampum beads, needles, imitation sinew, leather laces, wampum frames. (Students are encouraged to pool their resources for these materials). The best imitation wampum beads are available at: [http://home.cshore.com/waaban/wampum.html](http://home.cshore.com/waaban/wampum.html). Imitation sinew and leather laces...
are available at: http://www.crazycrow.com/. Wampum frames are simple to make, but will require small pieces of wood, nails, a hammer, and some elbow grease).

**COURSEWORK**

**PORTFOLIOS**

You will have three major projects during the course of the semester. A week before each project is due, a *full* draft (not just an outline or couple of paragraphs) of the project is due in class, which will be peer reviewed. When you turn in your portfolio you must include your rough draft and peer review sheets. In addition, each major project must be accompanied by a brief reflection (1.5-3 pages, double-spaced) on your learning as a writer, scholar, and student that you developed through the project. Each portfolio, then, must contain: your rough draft(s), your peer review sheets, your final drafts, and your reflections. You will not receive credit unless the portfolios are complete.

**Portfolio #1: Place, Memory, and History (100 Points)**

Each one of us has a history and relationship to place that is a part of our identities and lives. This project asks you to write a personal narrative that addresses your relationship with place and history, with a specific focus on the intersections between your histories and relationships with land with an understanding of those histories as irrevocably woven into Native land bases and politics, both present and historic. 3-5 pages double-spaced. A brief reflection on your learning (1.5-3 pages) will accompany the project.

**Portfolio #2: Research Project (100 Points)**

The purpose of this essay is to research, using primary and secondary sources. Focusing on Native people, chose a subject that interests you and intersects with your areas of study. For instance, you might want to do research on Native language revitalization, music and Native resistance rhetorics, or Native science. You must use a citation format most practical to your major or interests. 4-6 pages double-spaced. A brief reflection on your learning (1.5-3 pages) will accompany the project.

**Portfolio #3: FINAL Wampum Project (150 Points)**

Wampum rhetorics bridge text and the community through the use of visual, performance, and material rhetorics. As we will discuss and read in class—through the work of Haas, Tehanetorens, Wallace, and Williams—wampum records are traditionally central to rhetorical production, memory, and diplomatic relationships for Native people in the Eastern United States.
and Canada. This project asks you to physically engage and practice—not only read about—an Indigenous rhetorical tradition in order to develop your skills as rhetoric scholars. I will teach you to weave wampum records in class, and you will present your wampum record during our final class period.

**FINAL COURSE REFLECTION (100 Points)**
A final reflection will also be due during finals week. A 4-5 page (double spaced) reflection on the work you did over the semester and your learning goals for the future. This should look back over the entire course and make connections between writing projects, readings, in-class learning, and anything else that was part of your learning.

**CRITICAL RESPONSES**
Every week you will have a critical response due engaging your assigned readings. Critical responses (CRs) should be brief and pithy, 700 words, and **may not exceed one single-spaced page**. These are not reflections—they are meant to demonstrate your engagement with the subject matter, your own experiences with it, draw connections between the readings and class activities, and relate it to your own lives both inside and outside the university. (10 points each, 140 points total).

**COURSE WIKI:**
http://breakingprecedent.wetpaint.com
As a class, we will add to the wiki "Beyond Greco-Roman Rhetorics: Breaking Precedent, Revising Stories." This wiki will be both a resource for our class and for the public. You will submit a one Indigenous rhetorical term or concept gleaned from your readings. You will turn in a copy of this to me, and also post the definition on our wiki. Each entry should be 1-3 paragraphs, follow the style guide used by the wiki, and include proper MLA citation. (50 points).

**OUTSIDE EVENTS**
Throughout the course of the semester there will be numerous opportunities to attend events outside of the classroom. You will need to attend at least **two events** of your choice and write a short (1-2 pages, single spaced) critical reflection of these events, situating them within the contexts of this course. (25 points each).

**CLASSROOM CONDUCT & CITIZENSHIP**

**(DIS)ABILITY ACCESS**
As an instructor, I am fully committed to ensuring that this space is accessible to people with (dis)abilities.
AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

GROUNDRULES AND EXPECTATIONS

As a student, you are a part of a professional community. You have a responsibility to yourself in your own education. You also have a responsibility to your community. Therefore, you should be aware of how your actions impact those around you. It is extremely important that you come to class on time, prepared to participate. That means you should have completed any assigned homework before you arrive and be ready to make contributions, whether through class discussion, small group projects, or additional writing. When you are late or unprepared, it disrupts the flow of the class and can interfere with your classmates' experiences in the course. You are expected to be engaged in this class (not the newspaper, your cell phone, MP3 player, or any number of things) during the entire class period.

The following are ground rules and expectations for the class:

- **Mutual Respect:** Perhaps the most important aspect of your community and professional responsibility is respect. We must treat one another with respect at all times. This doesn't mean not asking difficult questions or challenging one another. All of us should feel free to express our thoughts and opinions openly, without fear of penalty, as long as we do so in a courteous way.

- **Challenge:** Challenge is a central expectation of this class, and means a number of things. Challenge yourself as scholars and thinkers. Challenge yourself to "move up" or "move back" in classroom discussions. This means, notice how much verbal space you take up in class. If you are the kind of person who takes up a lot of verbal space, challenge yourself to "move back" to leave room for others. If you are the kind of person who doesn't speak much in class, challenge yourself to "move up." This space should be one in which we all have the opportunity to participate.

- **Confidentiality:** Personal stories and information are sometimes shared in the classroom or in projects shared with your colleagues. Those stories, told or written, remain the property of their teller. Do not bring those stories or personal information, no matter how insignificant it may appear to you, outside of the classroom space without asking permission from the teller.

- **Safety:** As much as possible, this classroom should be safe for all participants. Therefore, hateful behavior or language, for any reason, will not be allowed.
**TURNING IN WORK**

Work will be due *in class* on the day it is due. Unless otherwise specified, turn in all work as hard copies. **Do not email me your assignments unless I ask you to do so.** If you miss class because of an unexcused absence, it is your responsibility to find out what you missed. Missed homework can be turned in the day it is due. If you know you will be missing class because of an unexcused absence, make arrangements with me to turn in work before that class. Students will be allowed *one* late assignment that can be turned in up to five days late without penalty. Otherwise, late projects will lose **5 points for each day** (not class period) it is late. Unless you have an excused absence, no assignment will be accepted more than five days late, and no assignments will be accepted after the end of our final class period.

**CLASSROOM ATTENDANCE POLICY**

Community participation, collaboration, and peer review are central components of this course. Attendance, therefore, is mandatory. Unless you have a reason that is considered an excused absence by the university you are expected to be in class—on time—for every scheduled class. (In addition to excused absences, you will be allowed 2 absences without penalty. That's all you get—use them wisely. After that, you will lose 15 points for each unexcused absence. I will take attendance shortly after class starts. If you are not present when I take attendance, I will mark you absent. This absence will be tallied as one of your two unexcused absences. If you miss more than 10 minutes of class, you will be considered absent. If you are less than 10 minutes late, it is up to you to see me after class to change your absence to late. Please notify me in advance of any classes you know you will miss.

**GRADING AND GRADES**

- Portfolio #1: 100 points
- Portfolio #2: 100 points
- Portfolio #3 (FINAL): 150 points
- Final Reflection: 100 points
- Critical Responses (14 @ 10 each): 140 points
- Wiki Rhetorical Term: 50 Points
- Outside Events (2 @ 25 Each): 50 points

**Total possible points=690**

**Grading Scale:**
- A 90–100%
- B 80–90%
- C 70-79%
- D 60–69%
- F 59 and below.

**PLAGARISM**

Plagiarism covers a wide range of activities, some of which you may know about and others that may surprise you. The most obvious forms of plagiarism include buying papers/projects online or other places, cutting and pasting from the Internet, and using another writer's ideas or words without giving proper credit (citing). Any time you quote, you need to cite. Even paraphrasing or restating someone else's ideas should include a citation. Plagiarism also includes having someone else write a paper for you. Any form of plagiarism is a serious academic offense and may result in a failing grade on the assignment or the course, and has serious academic consequences at this and other universities.
DAILY SYLLABUS

August 30
  First Day of Class
September 1
  Powell et al. "Rhetoric."
  Peyer (Apess)
  In class: Guaman Poma
  Website
  Lecture & Workshop

September 6
  Mankiller xvii-142
  Himmel
  Powell
  CR #1 Due
September 8
  In Class: Lakota Winter Counts Website
  Discussion

September 13
  Mankiller 143-End
  Hook, Peyer (Eastman & Hopkins)
  CR #2 Due
September 15
  Discussion

September 20
  La Duke
  CR #3 Due
September 22
  Discussion
  Workshop Portfolio #1 Drafts

September 27
  Hogan Part I
  CR#4 Due
September 29
  Portfolio #1 Due

October 4
  Hogan Part II
  CR #5
October 6
  Discussion
October 11
  Gould
  Bizarro
  CR #6 Due

October 13
  Discussion

October 18
  No Class Meeting: Watch *Black Indians.*
  Diaz & Rogers, Moraga xv-104
  Minges
  CR #7 Due (Online)

October 20
  No Class Meeting: Watch *We Shall Remain: Geronimo*
  Montemayor
  Wiki Entry Due (Online)

October 25
  Moraga 105-End
  Hemispheric Institute Website (In Class)
  CR #8 Due

October 27
  To Honor and Comfort Website (In Class)
  Draft of Portfolio #2 Due

November 1
  Driskill Selections
  Lee
  CR #9 Due

November 3
  Portfolio #2 Due
  Discussion

November 8
  Tehanetorens
  Haas
  Williams
  Wallace
  CR #10 Due

November 10
  Bring wampum designs to class/Wampum workshop

November 15
  Justice Part I
  CR #11 Due

November 17
Discussion
November 22
Justice Part II
No Class: Watch *We Shall Remain: After the Mayflower*
CR #12 Due

November 24: THANKSGIVING HOLIDAY

November 29
Justice Part III
CR #13 Due

December 1
Portfolio #3 Drafts (Designs/Ideas)
Practice Final

December 6
(Redefined Day: Students Attend Thursday Classes)
King
CR #14 Due

**Final: December 12, Monday, 8:00-10:00 am**