

Cari M. Carpenter

Fall 2019

English 693

R 4-6:50 p.m.

COL G06

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Special Topics: Sovereignty, Gender, and American Indians

This class is an intensive study of the concept of nationhood as it applies to Native Americans in the United States. The concept of sovereignty has a long legal, literary, and strategic history for Native Americans, and is often a disputed term within the field. While most Native Americans agree it is a crucial right that originates in (or existed before) the hundreds of treaties that were signed with colonial powers until 1871, there are multiple interpretations of how it should be defined and used today. In addition to these larger issues of nationhood, we will be especially interested in the following questions: what is the relationship between Native women and nationhood/sovereignty? How is sovereignty gendered within and outside of Native communities? In what sense should (or should not) sovereignty and nationhood be considered synonymous? We will examine a range of literature that wrestles with issues nationalism, sovereignty, and gender: Sarah Winnemucca Hopkins's *Life Among the Piutes*, Darcy McNickle's *The Surrounded*, Louise Erdrich's *The Round House*, Leslie Marmon Silko's *Garden in the Dunes*, and others. We will also focus on issues of sovereignty and literature as defined by scholars such as Scott Owen Lyons.

COURSE TEXTS AND MATERIALS

Scott Richard Lyons, *X-Marks*

Winnemucca Hopkins, *Life Among the Piutes*

Zitkala-Ša, *American Indian Stories*

McNickle, *The Surrounded*

Erdrich, *The Round House*

Silko, *Gardens in the Dunes*

Orange, *There There*

NOTE: Many of the secondary readings will be available via email.

REQUIREMENTS

Participation (15%): Students in graduate-level English courses are expected to come to class prepared to participate in class discussion; attendance is, of course, required. All assigned reading should be completed on schedule. This includes your draft of the conference paper as well as the peer feedback letter you will give another person in class in response to their draft.

Document Analysis (15%): Choose ONE of the following (more detail is forthcoming).

Treaty as Literature Assignment: Scholars of Native American studies are increasingly looking at treaties both as political affirmations of indigenous sovereignty and as works of literature. This assignment is designed to introduce you to this form of analysis as well as the genre of the treaty itself.

Boarding School Analysis: Focusing on one document from the lengthy collection preserved by the Dickinson College, you will apply literary analysis to an important subject of American Indian studies. [See <http://carlisleindian.dickinson.edu>]

Leading Discussion (10%): Each week one student will begin class by making a presentation on that day's material. Prepare your presentation to help generate and focus our discussion for that session. Ask questions for discussion, set up important terms, provide context, etc. Don't read a paper. Presentations can and should draw on a number of resources related to the week's reading. I recommend that you prepare a handout for the class. Plan to spend about fifteen-twenty minutes leading discussion.

Peer Critique: (10%) Each student will read one other student's paper and write a peer critique of it in the form of a letter. More information about this paper is forthcoming .

Conference Paper and Presentation (50%): You will write and present a conference-length (10 page) paper on a relevant topic of your choice.

CLASS POLICIES

Plagiarism, a form of theft, is illegal. Plagiarism is defined as the submission of work that contains ideas not fully your own: ideas taken from publications, other students, your professors, the Internet, etc. If you have questions about the fine line between being influenced by a text or person and plagiarizing its/his/her ideas, cite the source. For a more detailed description of plagiarism, as well as the correct form for citation of sources, see a writing handbook or ask me. A proven case of plagiarism may result in failure of the course.

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy: (<http://catalog.wvu.edu/undergraduate/coursecredittermsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and

inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. (<https://accessibilityservices.wvu.edu/>). More information is available at the Division of Diversity, Equity, and Inclusion (<https://diversity.wvu.edu/>) as well. [adopted 2-11-2013]

SCHEDULE (subject to change)

*available via email

†available via handout

Week 1 Introductions

R Aug. 22

Week 2 Native American Sovereignty

R Aug. 29 *Kickingbird, "Indian Sovereignty"; *V. Deloria and Lytle, excerpts from *Nations Within* (Chapters 1 and 17); *Alfred, "Sovereignty"; *Konkle, *Writing Indian Nations* (Introduction); *Rifkin, "Indigenizing Agamben"

Week 3: Native American Sovereignty

R Sept. 5 *Ortiz, "Toward a National Indian Literature" (in *American Indian Literary Nationalism*); Lyons, *X-marks*; †King, "Borders"

Week 4: Boarding Schools

R Sept. 12 Zitkala-Ša, *American Indian Stories*; *Momaday, *The Indolent Boys*; *Fear-Segal, *Carlisle Indian Industrial School* (Introduction); *Lomawaima and McCarty, "When Tribal Sovereignty Challenges Democracy"

Week 5: Land

R Sept. 19 Winnemucca, *Life Among the Piutes* (also available online); *Powell, "Rhetorics of Survivance: How American Indians Use Writing" (396-415; 427-28) ; †Dawes (General Allotment) Act
<<https://www.ourdocuments.gov/doc.php?flash=false&doc=50&page=transcrip>>

Week 6: Hawaii

R Sept. 26 *Trask, excerpts from *From a Native Daughter*; *Kauanui, "The Politics of Hawaiian Blood and Sovereignty in *Rice v. Cayetano*"; *Silva, "The Queen of Hawai'i Raises her Solemn Note of Protest"; †Poems: McDougall, "Pö"; †Trask, "Flag Burning"

Week 7: Ecology

R Oct. 3 Silko, *Gardens in the Dunes* (through Part 6); *Duthu, "Stewards of the Natural World"
Document Analysis Due

Week 8:

FALL BREAK (Oct. 10-11)

Week 9:

R Oct. 17 Silko, *Gardens in the Dunes* (to end); *Excerpt from Katanski, *Learning to Write "Indian"*

Week 10: Gendering Sovereignty

R Oct. 24 *Ramirez, "Race, Tribal Nation, and Gender: A Native Feminist Approach to Belonging"; *Smith and Kauanui, "Native Feminisms Engage American Studies"; *Denetdale, "Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and Politics of Tradition"; *Suzack, "Gendering the Politics of Tribal Sovereignty"

Week 11: Criminal Jurisdiction

R Oct. 31 Erdrich, *The Round House* (through Chapter Seven); *Deer, "Decolonizing Rape Law: A Native Feminist Synthesis of Safety and Sovereignty"; *Williams, "Rehnquist's Language of Racism in Oliphant"; Carden, "The Unkillable Mother: Sovereignty and Survivance in Louise Erdrich's *The Round House*"

Week 12: Sexuality

Nov. 7 Erdrich, *The Round House* (to end); *Denetdale, "Securing Navajo National Borders"; *Barker, excerpt from *Critically Sovereign* (introduction); *Miranda, "Dildos, Hummingbirds, and Driving her Crazy"; *Driskill, "Stolen From our Bodies"; *Tatonetti, "Indigenous Fantasies and Sovereign Erotics: Outland Cherokees Write Two Spirit Nations"

Peer Review due to author (and one to me)

Week 13: Sovereignty Today

R Nov. 14 *There, There*; *Ramirez, *Native Hubs* (introduction); *Bruyneel, "Conclusion: The Third Space of Sovereignty"

Week 14: Sovereignty in Film

R Nov. 21: *Nanook of the North* and *Fast Runner*; *Raheja, "Reading Nanook's Smile: Visual Sovereignty, Indigenous Revisions of Ethnography, and *Atanarjuat (The Fast Runner)*"

Thanksgiving Break (November 23-Dec 1)

Week 15

R Dec. 5 Conference Paper Presentations

Week 14: Conclusions

R Dec. 12 Conference Paper Presentations

R Dec. 19 Conference Paper due

