

ENGL 793C.001
Fall 2012
W 7-9:50 p.m.
Colson G10

Cari.Carpenter@mail.wvu.edu

Dr. Cari Carpenter
Office: 341 Colson Hall
Office Hours: TR 11:30-12:30
(and by appt)
Mailbox: 107 Colson Hall
Phone: 293-9709

Special Topics: Narratives of the Nation

This class is an intensive study of the concept of the U.S. nation and nationalism *vis a vis* American Indian studies. We will consider broader theories of nationalism, asking whether they apply to Native sovereignty, as well as specific theories, especially American Indian Literary Nationalism. One of the first things we will consider is whether sovereignty, a critical term in the field, is synonymous with nationhood. The concept of sovereignty has a long legal, literary, and strategic history for Native Americans, and is often a disputed term. 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? If we are suspicious of the exclusionary ethos of nationalism in other contexts, (why) is it justified as a civil rights discourse?

COURSE TEXTS AND MATERIALS

Deloria and Lytle, *Nations Within*

Weaver, Warrior and Womack, *American Indian Literary Nationalism*

Lyons, *X-Marks: Native Signatures of Assent*

McNickle, *The Surrounded*

Alexie, *Indian Killer*

Erdrich, *Tracks*

Silko, *Gardens in the Dunes*

NOTE: Many of the secondary readings are available through the CLC website. To access the readings:

·Go to http://clc.sitespace.wvu.edu/cari_carpenter_secure_pdf

·Password: deleuze [all lower-case]

· To print: password=kristeva

·Click on desired reading; print as needed (you can also bring a laptop to the class with the downloaded readings)

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 seminar paper as well as the peer feedback letter you will give another person in class in response to their draft.

Treaty as Literature Assignment (15%): 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. More detailed information about this assignment is forthcoming.

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 20-25 minutes leading discussion.

Seminar Paper and Presentation (60%): You will write and present an article-length (20-30 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.

West Virginia University is committed to social justice. In accordance with that commitment I maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. WVU does not discriminate on the basis of race, sex, disability, age, veteran status, religion, sexual orientation, color, or national origin. Any suggestion of how to promote such a positive and open environment in this class is appreciated and given serious attention.

Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible, and make appropriate arrangements with Disability Services (293-6700 or Voice/TDD 293-7740).

SCHEDULE (subject to change)

*available on CLC website <http://clc.sitespace.wvu.edu/cari_carpenter_secure_pdf>

Week 1 Introductions

W Aug. 22

Week 2: Nationalism Writ Large

W Aug. 29: *Malcolm X, "1965"; *Baraka, "SOS"; *Brooks, poems; *Neal, "The Black Arts Movement"; "The Queer Nation Manifesto"

{<http://www.historyisaweapon.com/defcon1/queernation.html>}; *Taylor, Excerpt from *Contemporary Voices of White Nationalism in America*; *Anderson, excerpt from *Imagined Communities* (introduction); *Yuval-Davis, "Theorizing Gender and Nation"; *Mayer; "Gender Ironies of Nationalism"; *Herr, "The Possibility of Nationalist Feminism"

Week 3 American Indian Literary Nationalism

W Sept. 5: *American Indian Literary Nationalism*; *Apess, "An Indian's Looking-Glass for the White Man"; *Boudinot, "An Address to the Whites"

Week 4: American Indian Sovereignty

W Sept. 12: Deloria and Lytle, excerpt from *Nations Within* (Chapters 1-3 and 16-17); *Alfred, "Sovereignty"; *Bruyneel (introduction and chap. 1 of *The Third Space of Sovereignty*); *Barker, "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism"; *King, "Borders"; Poetry packet

Week 5: Native Critiques of Nationalism

W Sept. 19: Lyons, *X-Marks*; *LaDuke, "Ogichidaakweg the Women's Warrior Society"; *Denetdale, "Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition"; *Ramirez, "Race, Tribal Nation, and Gender: A Native Feminist Approach to Belonging"

Week 6: Case Study: Hawaii

W Sept. 26: *Kauanui, "Native American Decolonization and the Politics of Gender"; *Trask, excerpts from *From a Native Daughter*; *Silva, "The Queen of Hawai'i Raises her Solemn Note of Protest"; *McDougall, "Pö"; Trask, "Flag Burning"

Week 7: Literary Case Study 1

W Oct. 3: McNickle, *The Surrounded*; *Kent, " 'You Can't Runaway Nowadays' "; *Foucault, excerpt from *Discipline and Punish*

Treaty as Literature Assignment Due

Week 8 (Oct. 10) No class

Week 9 Literary Case Study 2

W Oct. 17: Erdrich, *Tracks*; *Melissa Meyer, " 'We Can Not Get a Living as We Used To': Dispossession and the White Earth Anishinaabeg, 1889-1920"

Week 10 Literary Case Study 3

W Oct. 24: Alexie, *Indian Killer*; *Krupat, excerpt from *Red Matters*

Week 11 Literary Case Study 4

W Oct. 31: Silko, *Gardens in the Dunes*; *Cook-Lynn, "The American Indian Fiction Writer: Cosmopolitanism, Nationalism, the Third World, and First Nation Sovereignty"

Draft of paper due to me and to peer

Week 12 Literary Case Study 4

W Nov. 7: Silko, *Gardens in the Dunes* (to end); *Katanski, excerpt from *Learning to Write Indian*; *Huhndorf, excerpt from *Mapping the Americas*

Peer review letter due to author (please give one copy to me)

Week 13 Sovereignty in Film

W Nov. 14: *Nanook of the North* and *Atanarjuat (The Fast Runner)*; *Raheja, "Reading Nanook's Smile: Visual Sovereignty, Indigenous Revisions of Ethnography, and *Atanarjuat (The Fast Runner)*"; handout on *Atanarjuat*

Nov. 17-25: Thanksgiving Break

Week 14: Conclusions

W Nov. 28: Presentations

Week 15: Conclusions

W Dec. 5: Presentations

Seminar Paper due

Notes

*E. Frances White, "Africa on My Mind"

Channing, excerpt from *North American Review*