



Tribal Autographs

Syllabus

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University of Illinois
American Indian Studies
AIS 490 Section UA
AIS 490 Section GA
ENGL 460 Section 2U
ENGL 460 Section 2G
Fall 2006
Wednesday 12:00-2:50
Gregory Hall 325
(810 S. Wright, Urbana)

Prof. James Treat
treaty@uiuc.edu
(217) 265-0328
Native American House 2004
(1204 W. Nevada, Urbana)

Welcome to *Tribal Autographs*

Follow the links above, at left, or below for more information about the course

August 23	October 18
August 30	October 25
September 6	November 1
September 13	November 8
September 20	November 15
September 27	<u>November 22</u>
October 4	November 29
October 11	December 6

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Tribal Autographs

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Course Description

This seminar offers an interdisciplinary survey of what might also be called tribalist autoinscriptions: nonfiction prose by native authors documenting their own communities.

Commonly identified as examples of historiography, ethnography, or autobiography, these texts often transcend conventional genre distinctions in ways that are both intellectually interesting and culturally significant.

Assigned readings feature representative tribal autographs from the 19th and 20th centuries; selected critical essays by scholars working in a variety of humanistic and social scientific disciplines introduce useful theoretical perspectives and analytical methodologies.

Class discussions are supplemented by audiovisual materials, including documentary films by native filmmakers portraying their own communities.

Students have the opportunity to learn more about the native experience by examining it through the lenses of six distinctive tribal autographs; to conduct focused research into the historical, cultural, and literary traditions of an existing tribal community; to explore the problem of textual representation through relevant scholarship in history, anthropology, literary studies, and other fields; and to develop their critical skills for use in academic, professional, and personal settings.

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Required Textbooks

The course textbooks can be purchased at the [Illini Union Bookstore](#):

Sarah Winnemucca Hopkins, *Life Among the Piutes: Their Wrongs and Claims* (1883; reprint, Reno, NV: University of Nevada Press, 1994).

Luther Standing Bear, *Land of the Spotted Eagle* (1933; reprint, Lincoln, NE: University of Nebraska Press, 1978).

Edward P. Dozier, *The Pueblo Indians of North America* (1970; reprint, Long Grove, IL: Waveland Press, 1983).

N. Scott Momaday, *The Way to Rainy Mountain* (Albuquerque, NM: University of New Mexico Press, 1969).

Leslie Marmon Silko, *Storyteller* (New York, NY: Arcade Publishing, 1981).

Gerald Vizenor, *The People Named The Chippewa: Narrative Histories* (Minneapolis, MN: University of Minnesota Press, 1984).

These books are also available from the [Media & Reserve Center](#) at the Undergraduate Library.



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Assignment Schedule

August 28

NO CLASS

August 30

Check your CITES Express Email account, which is used for all correspondence in this course. You should have received the following message from Prof. Treat:

Welcome to "Tribal Autographs" (aka "Tribal Narratives" -- AIS 490 sections UA, GA / ENGL 460 sections 2U, 2G).

The course syllabus is now available at:

<http://www.nah.uiuc.edu/faculty/treaty/TA.html>

Our first class meeting is Wednesday, AUGUST 30, 12:00-2:50 at Gregory Hall 325 (west end of the third floor):

<http://webtools.uiuc.edu/ricker/CampusMap?buildingID=43&target=displayHighlight>

(As usual, the first day of the academic year--Wednesday, August 23--followed a MONDAY class schedule, so our first meeting is August 30, not August 23.)

Please review the syllabus beforehand. See you tomorrow!

If you did NOT receive this message in your CITES Express Email account, please contact Prof. Treat as soon as possible.

September 6

Read *Life Among the Piutes* by Sarah Winnemucca Hopkins.

Formulate at least two critical questions you will address to the primary course texts this semester, one focusing on content (the American Indian experience) and one focusing on form (the problem of textual representation).

Come to class prepared to present a capsule summary (2-3 minutes) of your assigned passage, and to discuss the entire book in light of your critical questions.

Review "Tribal Autographs: A Working Bibliography."

Begin considering potential topics for your research project by exploring these and other books.

Select at least three tribal autographs that merit further examination and come to class prepared to present a brief synopsis of each.

September 13

Read the following articles and come to class prepared to discuss each in light of Sarah Winnemucca Hopkins's *Life Among the Piutes*.

Ruoff, A. LaVonne Brown. "Early Native American Women Authors: Jane Johnston Schoolcraft, Sarah Winnemucca, S. Alice Callahan, E. Pauline Johnson, and Zitkala-Sa." In *Nineteenth-Century American Women Writers: A Critical Reader*, edited by Karen L. Kilcup, 81-111. Malden, MA: Blackwell Publishers, 1998.

Zanjani, Sally. "Prologue" and "Epilogue." In *Sarah Winnemucca*, 1-4, 299-305. Lincoln, NE: University of Nebraska Press, 2001.

Powell, Malea. "Rhetorics of Survivance: How American Indians Use Writing." *College Composition and Communication* 53, no. 3 (February 2002): 396-434.

Review "Tribal Autographs: A Working Bibliography."

Continue considering potential topics for your research project by exploring these and other books.

Select two more tribal autographs that merit further examination, bringing your total to at least five books, and come to class prepared to present a brief synopsis of each.

Supplemental (optional) readings.

Georgi-Findlay, Brigitte. "The Frontiers of Native American Women's Writing: Sarah Winnemucca's *Life Among the Piutes*." In *New Voices in Native American Literary Criticism*, edited by Arnold Krupat, 222-252. Washington, DC: Smithsonian Institution Press, 1993.

Schweninger, Lee. "'Only an Indian Woman': Sarah Winnemucca and the Heroic Protagonist." In *Native American Women in Literature and Culture*, edited by Susan Castillo and Victor M. P. Da Rosa, 157-161. Porto, Portugal: Fernando Pessoa University Press, 1997.

Lape, Noreen Groover. "'I would rather be with my people, but not to live with them as they live': Cultural Liminality and Double Consciousness in Sarah Winnemucca Hopkins's *Life Among the Piutes: Their Wrongs and Claims*." *American Indian Quarterly* 22, no. 3 (Summer 1998): 259-279.

McClure, Andrew S. "Sarah Winnemucca: [Post]Indian Princess and Voice of the Paiutes." *MELUS* 24, no. 2 (Summer 1999): 29-51.

Carpenter, Cari M. "Tiresias Speaks: Sarah Winnemucca's Hybrid Selves and Genres." *Legacy* 19, no. 1 (2002): 71-80.

Tisinger, Danielle. "Textual Performance and the Western Frontier: Sarah Winnemucca Hopkins's *Life Among the Piutes: Their Wrongs and Claims*." *Western American Literature* 37, no. 2 (Summer 2002): 171-194.

September 20

Read *Land of the Spotted Eagle* by Luther Standing Bear.

Continue formulating your own critical questions for the primary course texts, focusing on content (the American Indian experience) and/or form (the problem of textual representation).

Come to class prepared to present a capsule summary (2-3 minutes) of your assigned passage, and to discuss the entire book in light of your critical questions.

Begin drafting an abstract for your research project.

Continue developing your research topic, which should be based on tribal autographs that are—or could be—listed on the working bibliography along with other scholarly and/or popular resources.

Your abstract (at least two hundred words, with an original and fitting title) will be due on September 27.

September 27

Read the following articles and come to class prepared to discuss each in light of Luther Standing Bear's *Land of the Spotted Eagle*.

Skinner, Constance Lindsay. "Child of Two Civilizations." *New York Herald Tribune Books*, May 21, 1933.

Duffus, R. L. "An Indian's Story of His People." *New York Times Book Review*, June 4, 1933.

Van Doren, Mark. "A Recent Eden." *The Nation*, July 12, 1933.

Ellis, Richard N. "Luther Standing Bear: 'I Would Raise Him to Be an Indian.'" In *Indian Lives: Essays on Nineteenth- and Twentieth-Century Native Americans*, edited by L. G. Moses and Raymond Wilson, 141-158. Albuquerque, NM: University of New Mexico, 1985.

Heflin, Ruth J. "As long as you think I can't, I will show that I can": Luther Standing Bear's Quest for Honor." In *I Remain Alive: The Sioux Literary Renaissance*, 79-103. Syracuse, NY: Syracuse University Press, 2000.

Write an abstract for your research project.

At least two hundred words of polished prose, with an original and fitting title.

Supplemental (optional) readings.

Hale, Frederick. "Acceptance and Rejection of Assimilation in the Works of Luther Standing Bear." *Studies in American Indian Literatures* 5, no. 4 (Winter 1993): 25-41.

Sneve, Virginia Driving Hawk. "Introduction." In *My People, the Sioux* by Luther Standing Bear. Lincoln, NE: University of Nebraska Press, forthcoming 2006.

Red Shirt, Delphine. "Introduction." In *My Indian Boyhood* by Luther Standing Bear. Lincoln, NE: University of Nebraska Press, forthcoming 2006.

Marshall, Joseph, III. "Introduction." In *Land of the Spotted Eagle* by Luther Standing Bear. Lincoln, NE: University of Nebraska Press, forthcoming 2006.

Washburn, Frances. "Introduction." In *Stories of the Sioux* by Luther Standing Bear. Lincoln, NE: University of Nebraska Press, forthcoming 2006.

October 4

Read *The Pueblo Indians of North America* by Edward P. Dozier.

Come to class prepared to present a capsule summary (2-3 minutes) of your assigned passage, and to discuss your own critical perspective on the book in light of a unifying theme, issue, or question.

Begin compiling a bibliography for your research project.

Continue developing your research topic, which should be based on tribal autographs that are—or could be—listed on the working bibliography along with other scholarly and/or popular resources.

Your bibliography (at least ten citations, with an original and fitting title) will be due on October 11.

October 11

Read the following articles and come to class prepared to discuss each in light of Edward P. Dozier's *The Pueblo Indians of North America*.

Dozier, Edward P. "The Concepts of 'Primitive' and 'Native' in Anthropology." In *Yearbook of Anthropology*, 187-202. New York, NY: Wenner-Gren Foundation for Anthropological Research, 1955.

Norcini, Marilyn. "Exploring the Narrative Paths of a Kalinga Ethnography: Edward Dozier's *Mountain Arbiters*." *Arizona Anthropologist* 7 (1991): 11-20.

Lawlor, Mary. "Keeping History at Acoma Pueblo." In *Public Native America: Tribal Self-Representation in Museums, Powwows, and Casinos*, 133-161. New Brunswick, NJ: Rutgers University Press, 2006.

Compile a bibliography for your research project.

At least ten citations in a relevant bibliographic style, with an original and fitting title.

Supplemental (optional) readings.

Dozier, Edward P. "The Pueblo Indians of the Southwest: A Survey of the Anthropological Literature and a Review of Theory, Method, and Results." *Current Anthropology* 5, no. 2 (1964): 79-97.

Dozier, Edward P. "Factionalism at Santa Clara Pueblo." *Ethnology* 5, no. 2 (1966): 172-185.

Dozier, Edward P. "Making Inferences from the Present to the Past." In *Reconstructing Prehistoric Pueblo Societies*, edited by William A. Longacre, 202-213. Albuquerque, NM: University of New Mexico Press, 1970.

Eggan, Fred, and Keith Basso. "Edward P. Dozier, 1916-1971." *American Anthropologist* 74, no. 3 (1972): 740-746.

Norcini, Marilyn. *Edward P. Dozier: The Paradox of the American Indian Anthropologist*. Tucson, AZ: University of Arizona Press, 2007.

October 18

Read *The Way to Rainy Mountain* by N. Scott Momaday.

Come to class prepared to present a capsule summary (2-3 minutes) of your assigned passage, and to discuss your own critical perspective on the book in light of a unifying theme, issue, or question.

Begin organizing an outline for your research paper.

Continue developing your research topic, which should be based on tribal autographs that are—or could be—listed on the working bibliography along with other scholarly and/or popular resources.

Your outline (at least one page, with an original and fitting title) will be due on November 8.

October 25

Read the following articles and come to class prepared to discuss each in light of N. Scott Momaday's *The Way to Rainy Mountain*:

Woodard, Charles L. "Into the Sun." In *Ancestral Voice: Conversations with N. Scott Momaday*. Lincoln, NE: University of Nebraska Press, 1989.

Wilson, Michael. "Speaking of Home: The Idea of the Center in Some Contemporary American Indian Writing." *Wicazo Sa Review* 12, no. 1 (Spring 1997): 129-147.

Jahner, Elaine A. "Metalanguages." In *Narrative Chance: Postmodern Discourse on Native American Indian Literatures*, edited by Gerald Vizenor, 155-185. Norman, OK: University of Oklahoma Press, 1989.

Write a progress report on your research project.

One page (single-spaced) with an original and fitting title. Summarize your topic, your key primary and secondary sources, and the organization or your paper; identify any specific problems you are encountering.

November 1

Read *Storyteller* by Leslie Marmon Silko.

Come to class prepared to present a capsule summary (2-3 minutes) of your assigned passage, and to discuss your own critical perspective on the book in light of a unifying theme, issue, or question.

Begin organizing an outline for your research paper.

Continue developing your research topic, which should be based on tribal autographs that are—or could be—listed on the working bibliography along with other scholarly and/or popular resources.

Your outline (at least one page, with an original and fitting title) will be due on November 8.

November 8

Read the following articles and come to class prepared to discuss each in light of Leslie Marmon Silko's *Storyteller*.

Coltelli, Laura. "Leslie Marmon Silko." In *Winged Words: American Indian Writers Speak*, 135-153. Lincoln, NE: University of Nebraska Press, 1990.

McHenry, Elizabeth. "Spinning a Fiction of Culture: Leslie Marmon Silko's *Storyteller*." In *Leslie Marmon Silko: A Collection of Critical Essays*, 101-120. Edited by Louise K. Barnett and James L. Thorson. Albuquerque, NM: University of New Mexico Press, 1999.

Sands, Kathleen Mullen. "Indian Women's Personal Narrative: Voices Past and Present." In *American Women's Autobiography: Fea(s)ts of Memory*, 268-294. Edited by Margo Culley. Madison, WI: University of Wisconsin Press, 1992.

Write an outline for your research paper.

At least one page, with an original and fitting title.

November 15

Read *The People Named the Chippewa: Narrative Histories* by Gerald Vizenor.

Come to class prepared to present a capsule summary (2-3 minutes) of your assigned passage, and to discuss your own critical perspective on the book in light of a unifying theme, issue, or question.

Begin writing your research paper and organizing your class presentation.

Your research paper will be due on December 6; at least 5000 words (grad students) or 3000 words (undergrads), with scholarly citations in an appropriate style.

Class presentations will take place on November 29 (grad students) and December 6 (undergrads); at least 10 minutes and no more than 15 minutes in length.

November 22

NO CLASS.

November 29

Research Presentations.

Grad students: Come to class prepared to present your research; at least 10 minutes and no more than 15 minutes in length.

Undergrads: Continue organizing your presentation.

Continue writing your research paper.

Your research paper will be due on December 6; at least 5000 words (grad students) or 3000 words (undergrads), with scholarly citations in an appropriate style.

December 6

Research Presentations.

Undergrads: Come to class prepared to present your research; at least 10 minutes and no more than 15 minutes in length.

Finish writing your research paper.

At least 5000 words (grad students) or 3000 words (undergrads), with scholarly citations in an appropriate style.



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Criteria for Grading

All course work is governed by the [Student Code](#)—please make sure you understand your rights and responsibilities as a UIUC student, especially the policy on [Academic Integrity](#) (including the [Definitions](#) of, and [Penalties](#) for, Infractions of Academic Integrity).

Special circumstances are handled in accordance with the policy on [Class Attendance](#) and the [Policy for Accommodation and Provision of Auxiliary Aids for Students with Disabilities](#).

Course grades are determined according to the following schedule:

Class Participation — 50%

Research Project — 50%

Each course assignment is evaluated according to the [UIUC Grading System](#).

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