

ENGL 389.001, MW 3:00-4:15 p.m.  
ENGL 389.002, MW 4:30-5:45 p.m.  
FH 149  
Fall 2013

John D. Kalb  
Office: 350 Holloway Hall, 410-543-6049  
Office Hours: MW 12:00-2:45 p.m. & by appt.  
email: [jdkalb@salisbury.edu](mailto:jdkalb@salisbury.edu)

### Topics in Native American Literature: Louise Erdrich and Sherman Alexie

**Texts:** Louise Erdrich (Turtle Mountain Band Chippewa):

*Tracks, Four Souls, Love Medicine & The Last Report on the Miracles at Little No Horse*  
Sherman Alexie (Spokane/Coeur D'Alene):

*The Lone Ranger and Tonto Fistfight in Heaven, Reservation Blues, Indian Killer & The Absolutely True Diary of a Part-Time Indian*

**Course Objectives:** The objectives of the course include:

- 1) to acquaint students with the works of two of the most well known and highly critically regarded Native American authors;
- 2) to help students understand some of the historical, sociological, and philosophical background of the issues of these texts;
- 3) to introduce students to the fundamental differences between Native peoples' worldview and the common "American" one (especially with regard to relationship with family, community, the natural and spiritual world, ceremony and story);
- 4) to help students read literature actively, critically, and meaningfully;
- 5) to familiarize students with the vocabulary and critical tools required in order to discuss and write about literature successfully; and
- 6) to foster interest in additional works by these and other Native writers.

**Course Requirements:** You will need to read all assignments **before** coming to class and come to class prepared to discuss them. For each day's reading (except the first one), you will write a one page analytical response. You must bring the text we are reading and discussing and your written analysis to class each day. You will also take 15 (of 17) quizzes, write three essays, participate in class discussions, and give a brief presentation on the essence of your final essay.

<b>Grading:</b>	Class Preparation (Analytical Response Avg.)	150 points possible
	Class Participation	100 points possible
	15 Quizzes @ 10 points possible each	150 total points possible
	Two 3-4 page Essays @ 100 points possible each	200 points possible
	5-7 page Comparative Analysis Essay	200 points possible
	Comparative Essay Presentation	100 points possible

810-900 = A; 720-809 = B; 630-719 = C; 540-629 = D

**Please note:** Failure to complete any of the course requirements may mean failing the course. None of these **requirements** is optional.

**Class Preparation/Participation:** The best ways in which to illustrate that you are an active, engaged, and interested student are by 1) reading all assignments before coming to class, 2) preparing your required one page analytical response, and 3) contributing regularly to class discussions.

**Analytical Responses:** For each assigned reading (except for the first one), you need to prepare a one page (minimum and maximum) analytical response. "One page" means one double-spaced typed page, with inch margins, written in a 12 pt. font. The crucial question each analysis should address in a focused and thoughtful way is **"What is the most significant aspect of this reading?"** Please **do not** write plot summaries or emotional reactions. When we meet to discuss the readings, I will frequently call on students at random to share with the rest of the class what they have identified as significant in their responses as a means of beginning our class discussion. Quite often, I

will collect, respond to, and grade these responses, but whether I collect them or not, these writings are part of your class preparation. A separate handout explains this requirement in more detail.

**Quizzes:** You can expect a brief quiz on the date each set of stories or portion of a novel is first due to be read. There will be quizzes on 17 of those dates. If you take all 17 quizzes, I will drop your lowest 2 quiz grades. Quizzes will consist of questions which should be easily answerable by anyone who has read the assignment carefully. If you wish to take a quiz, you **must** arrive on time. **There will be no make-up quizzes.** If you do not attend class on the day of a quiz or arrive too late to take a quiz, you forfeit those 10 possible points.

**Essays:** The first 3-4 page essay, due on Wednesday, October 2, will describe and analyze a specific problem, issue, dilemma or conflict depicted in one of the first two texts—*Tracks* or *Four Souls*. The second 3-4 page essay, due on Monday, November 11, will similarly require you to describe and analyze a specific problem, issue, dilemma or conflict depicted in one of the next three works—*Love Medicine*, *The Last Report on the Miracles at Little No Horse*, or *The Lone Ranger and Tonto Fistfight in Heaven*. The final 5-7 page comparative analysis essay, due on Wednesday, December 4, will analytically examine some precise similarities and differences you see between Louise Erdrich's and Sherman Alexie's writings, whether in the depiction of Native Americans/American Indians, the style and presentation, the use of humor, or some other commonality worth analyzing in a 5-7 page essay. I will provide more details in separate handouts for the formal essays.

All of the essays you submit must be typed, double-spaced, with inch margins on all sides, and stapled (once) in the upper left hand corner. **(PLEASE: No folders, paper clips, ripped and folded corners, or other "fancy" methods of binding.)** These papers should be as error free as possible. Please carefully **proofread** your papers before you turn them in. I prefer that you correct the typos in pen or pencil yourself rather than leave that task to me.

**Late papers will be graded 10 points lower for each day they are late.** Failure to turn in a paper means failing the course.

The numerous writing activities--both informal and formal--indicate that the instructor is a firm supporter of writing as a means of learning and of SU's Writing Across the Curriculum policy.

**Special Note:** All students taking this course to fulfill their English/Secondary Education [or TESOL] requirement must begin a technology portfolio and must include at least one paper/project from this course in the portfolio.

**Turnitin:** Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic integrity policy. As a condition of participating in this course, all required formal papers will be subject to submission for textual similarity review and plagiarism detection through Turnitin (through MyClasses). All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law.

**Presentation:** In this 4-5 minute additional text presentation (during our final exam period), you will concisely present the thesis and essence of your final essay to your classmates. Later in the semester, I will provide more details in separate handout for this presentation assignment.

**Plagiarism:** The English Department takes plagiarism, the unacknowledged use of other people's ideas, very seriously indeed. As outlined in the Student Handbook under the "Policy on Student Academic Integrity," plagiarism may receive such penalties as failure on a paper or failure in the course. The English Department recognizes that plagiarism is a very serious offense and professors make their decisions regarding sanctions accordingly. Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.
2. Turning in a paper that includes unquoted and / or undocumented passages someone else wrote.

3. Including in a paper someone else's original ideas, opinions or research results without attribution.
4. Paraphrasing without attribution.
5. Turning in the same paper for credit in more than one class.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your essay and by providing a list of Works Cited or Works Consulted at the conclusion of the essay. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

**Attendance:** Your success in the course will be contingent upon your preparation for and participation in class sessions. You may miss three class meetings (for whatever reason) without direct penalty. For each day you are absent beyond those three “freebies,” you will lose 25 points per day. If you have a schedule conflict with this class, you should select a course that better fits your schedule. **Remember that YOU are responsible for meeting deadlines. There is no such thing as an “excused absence.”**

I will, of course, also expect you to arrive promptly for class and stay for the duration of each session. **Three “lates” will constitute an absence.** Schedule your other activities around this course, not vice versa. In addition, students who come to class ill-prepared (i.e., without the novel or stories we’re discussing, having not read the assignment) may be asked to leave the classroom and invited to return another day on which they are better prepared.

**Courtesy and Respect:** I expect students to treat their fellow students and professor with courtesy and respect. Please abide by the following:

- Turn your cell phones, pagers and other electronic devices OFF before entering the classroom and do not turn them ON until you are OUTSIDE the classroom.
- Take care of your dietary and eliminatory needs PRIOR to entering the classroom.
- Should you absolutely need to arrive late or leave early for a class session, sit as near to the door as possible and avoid disrupting class by drawing attention to your entry or exit.
- Listen attentively to what your professor and fellow classmates contribute to our discussions.
- Raise your hand and wait to be acknowledged before you enter the discussion.

**Office Hours:** Monday and Wednesday 12:00-2:45. These times are set aside for you; don't hesitate to take full advantage of my availability at that time. Please feel free to speak with me about any concerns or interests during those hours or, if those times are inconvenient, by appointment.

### Assignment Calendar

Aug.	26:	Introduction to course
	28:	Introduction ctd.
Sept.	2:	Labor Day – No Class
	4:	<i>Tracks</i> (through 95, to Chapter Five)
	9:	<i>Tracks</i> (through 164, to Chapter Seven)
	11:	<i>Tracks</i> (to end)
	16:	<i>Four Souls</i> (through 83, to chapter Eight)
	18:	<i>Four Souls</i> (through 131, to chapter Eleven)
	23:	<i>Four Souls</i> (to end)
	25:	<i>Love Medicine</i> (through 117, to “The Plunge of the Brave”)
	30:	<i>Love Medicine</i> (through 254, to “Resurrection”)

- Oct. 2: *Love Medicine* (to end)  
**Paper #1 Due**
- 7: *The Last Report on the Miracles at Little No Horse* (to page 159; to Part Three)  
 9: *Last Report* (to page 255; to Part Four)
- 14: *Last Report* (to end)  
 16: *Last Report*
- 21: *The Lone Ranger and Tonto Fistfight in Heaven*: “Every Little Hurricane” 1-11, “A Drug Called Tradition” 12-23, “Because My Father Always Said He Was the Only Indian Who Saw Jimi Hendrix Play ‘The Star-Spangled Banner’ at Woodstock” 24-36 & “This Is What It Means to Say Phoenix, Arizona” 59-75.  
 23: *The Lone Ranger and Tonto Fistfight in Heaven*: “The Fun House” 76-82, “All I Wanted to Do Was Dance” 83-92 & “The Trial of Thomas Builds-the-Fire” 93-103.
- 28: *The Lone Ranger and Tonto Fistfight in Heaven*: “A Good Story” 139-44, “The Approximate Size of My Favorite Tumor” 154-70 & “Indian Education” 171-80.  
 30: *The Lone Ranger and Tonto Fistfight in Heaven*: “The Lone Ranger and Tonto Fistfight in Heaven” 181-90, “Somebody Kept Saying Powwow” 199-210 & “Witnesses, Secret and Not” 211-23.
- Nov. 4: *Reservation Blues* (through 129, to chapter 5)  
 6: *Reservation Blues* (through 220, to chapter 8)
- 11: **Paper #2 Due**  
*Reservation Blues* (to end)  
 13: *Indian Killer* (through 153, to Part 2)
- 18: *Indian Killer* (through page 296, to Part 3)  
 20: *Indian Killer* (to end)
- 25: *Indian Killer*  
 27: Thanksgiving Break – No Class
- Dec. 2: *The Absolutely True Diary of a Part-Time Indian* (through 129, to “Don’t Trust Your Computer”)  
 4: *True Diary* (to end)  
**Paper #3 Due**

Final Exam period. Although we won’t have a final exam, we will meet for Final Essay Presentations during this time:

ENGL 389.001, Friday, December 13, 4:15-6:45 p.m.

ENGL 389.002, Wednesday, December 11, 7:00-9:30 p.m.

**This schedule of assignments is, of course, subject to change.**

**Statement from the Writing Center:** At the University Writing Center (directly above the Fireside Lounge in the Guerrieri University Center), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers’ office hours, the center offers another site for learning about writing. **All students are encouraged to make use of this important service.** For more information about the writing center’s hours and policies, visit the writing center or its website at [www.salisbury.edu/uwc](http://www.salisbury.edu/uwc).