Welcome to Tribal Autographs

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Tribal Autographs

Course Description

This seminar offers an interdisciplinary survey of what might also be called tribalist autointerscriptions: 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.
Tribal Autographs

Required Textbooks

The course textbooks can be purchased at the Illini Union Bookstore:


These books are also available from the Media & Reserve Center at the Undergraduate Library.
Assignment Schedule

August 25

**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 Paiutes*.


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.


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 Paiutes: Their Wrongs and Claims*." *American Indian Quarterly* 22, no. 3 (Summer 1998): 259-279.

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.


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.


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.**


**Compile a bibliography for your research project.**
Supplemental (optional) readings.


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*:


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 of 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:


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.

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November 22

**NO CLASS.**

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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.

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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.