

ENC 1145
Writing About Indigenous Peoples

Course: 12443 (Section 3309)
Instructor: Dinalo Chakma
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M/W/F: 11.45 AM- 12.35 PM
Matherly Hall 0009
Office hours: **Wednesday 9.30 AM- 11.30 AM (in person)**



Source: Tufan's Artbin

Course Description

This course will examine how Indigenous peoples worldwide have been represented in literature, films, social media, and other expressions of mainstream culture. Such representations have often reflected colonial prejudices, as well as ideas of nationalist, racial, and cultural supremacy. Their rhetoric has often tied Indigenous bodies and identities to notions of barbarism, primitivism, and other forms of threat. The course will also explore how these representations have been critically and creatively challenged by Indigenous peoples and their allies. We will cover a wide range of texts from diverse geographical, national, and temporal contexts.

This course intends to facilitate the students to improve their compositional skills- rhetorical analysis, addressing the politics of representation, finding creative ways to formulate counter-narratives- in short, using writing as a tool for ethical communication and community wellbeing. Students will learn how to close read texts, critically engage with the weekly materials, and develop sound argumentative skills in their writing. In addition to traditional academic writing assignments, students will create multimodal projects, such as social media content and digital

storytelling, that speak to questions of Indigenous agency and sovereignty and amplify Indigenous voices.

General Education Objectives

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000- word writing requirement (WR).
- Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.
- Apply research and use writing to achieve a variety of purposes in a variety of disciplinary contexts.
- Demonstrate accurate and responsible cite and incorporate primary and secondary materials.
- Participate in groups with emphasis on listening, critical and reflective thinking, and responding to group members' writing and ideas.
- Present an effective academic writing style.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.

- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts

Playing Indian, Philip J Deloria: Yale University Press ISBN-10 : 0300264844

Tell It to The World, Stan Grant: Harper Collins ISBN-10: 1460751973

House Made of Dawn, N. Scott Momaday: Harper Perennial Modern Classics ISBN-10 : 0062909959

Indigenous London: Native Travelers at the Heart of Empire, Coll Thrush: Yale University Press ISBN-10 : 0300206305

All other readings will be made available on Canvas

Assignment Descriptions (Total Points Possible: 1000)

Reading Response (400 words each; 5 total; 200 points; 2000 words)

Students will be expected to write 5 reading responses on the assigned texts this semester. Students may choose which texts they would like to write on. A reading response attempts to tackle a “big idea” or theme of the chosen text and connect it to a wider context. While you should remain close to the text and cite specific textual evidence, these responses can be more personal and casual than other written assignments. A text may remind you of something else you’ve read or seen, something you’ve experienced, etc., and you are welcome to talk about those things in these responses.

(100 points) “Tracking migration” project: Presentation with Reflection (300 words)

Each student will participate in 1 presentation panel with 2-3 peers. Your panel will be assigned a particular Indigenous group that has been affected by settler colonialism and subjected to forced migration. You will be responsible for researching your assigned panel topic, developing a brief overview of the history, tracking the migration route and presenting your findings to the class as a group. You will be using ArcGIS story map tool for narrating the stories. Presentations should include visuals or video, text, and a works cited page. Presentations should be around 8-10 minutes and should not exceed 15 minutes. I expect all group members to contribute to the presentation. Following your presentation, each panel member will submit a one-page, double-spaced 300-word reflection. Reflections must be submitted by the next class meeting. Topics for your reflection may include a symbol, theme, character, etc. present in the content. Statements can include your thoughts and opinions, but should include a critical/analytical perspective. In review, you will create a group presentation, but submit individual reflections.

(100 points) – Essay 1: Close Reading Analysis (800 words)

This essay will be a close reading (without any outside sources or research) of any one text on our syllabus that we have previously covered in class. These papers must be thesis driven and focus on critically examining one passage, symbol, theme, etc, of the text.

(50 points) Paper Proposal/Pitches (300 words)

Leading up to your final essay, you will informally ‘pitch’ your paper topic to the class. With one page (300 words) of notes, you will have three minutes to talk through your ideas in a supportive environment and field 1-2 questions from your peers.

(100 points) Annotated Bibliography (400 words)

In preparation for your final paper, you will research and submit your intended secondary sources in MLA style and include a short summary and analysis of the source as it pertains to your research and primary text. The required word count will be fulfilled by your summary and analysis of each source.

(250 points) Essay 2: Researched Critical Analysis Essay (1,500 words)

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-4 critical academic sources.

(100 points)-Digital Adaptation or Interpretation/Creative Final Project (700 words)

Since we are discussing online misrepresentations of Indigenous peoples, you will be asked to counter those narratives through a creative medium. Taking inspiration from a work we have read in class, you might create a podcast, video essay, a painting, a scrapbook, a graphic novel or use any other media form for your project. Other options for this project include a video essay, a digital presentation, a digital map outlining a timeline, a creative rendition, such as memes, TikTok, video, or a Twitter thread. You will present your digital adaptation to the class. You will be introduced to digital writing tools during the course. Feel free to draw inspiration from your presentation panel. You will need to include a 700-word artist’s statement on how your interpretation of the topic is original and significant.

(100 points) - Active Participation/Attendance

Attendance and participation in discussion and group activities are vital to success in this course. Students will be required to work in small groups, participate in class discussion, conduct writing workshops, class activities, homework and complete peer reviews. Students are expected to be prepared for activities on readings. Students must be present for all in-class activities in order to receive credit. In-class activities cannot be made up.

You will be required to generate at least one question, comment, observation, or criticism of the assigned reading and share it with the class during discussion. Failure to participate in class discussion will result in a reduction of your participation grade. Students are required to bring a

copy of the assigned text to class. Failure to bring a copy of the assigned reading will also result in a reduction of your participation grade. Many of the assigned texts are made available to you on Canvas. I will complete “text checks” to make sure you have your copy of the assigned reading.

All students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. If you have concerns with public speaking, please see me for alternative activities to meet participation requirements. These can include submitting observations, questions, or discussion topics prior to class.

Course Policies:

You must complete all assignments to receive credit for this course.

Attendance: Attendance is mandatory and will be taken daily. You will receive a lowered course grade after **six** 50-minute absences (or equivalent). Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will **fail the course if you accrue more than six unexcused 50-minute absences**. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF’s twelve-day rule (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Late Arrival Policy: Students who arrive late to class will receive a partial absence.

Paper Format & Submission: All assignments are due via Canvas by the due date and time stamp. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.

Late Work or Assignments: You are allowed to make up **one** writing assignment. If an emergency occurs that affects your ability to complete your work, please notify me as soon as possible. Extensions may be granted at my discretion, but requests must be made at least **one day prior** to the due date of the assignment. A late paper or assignment will receive a **ten point deduction for each day it is late**. I understand that emergencies and extenuating circumstances can occur, so please communicate with me your issues or concerns.

UF’s policy on Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:

<https://titleix.ufl.edu/about/title-ix-rights/>

Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Canvas and Email: Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. When emailing me, please allow at least 24 hours for a response.

Academic Honesty and Definition of Plagiarism: Academic Honesty and Definition of Plagiarism. UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. **A Student must not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:**

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c. Submitting materials from any source without proper attribution.
- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) which will provide appropriate documentation to give the instructor early in the semester.

Accessibility: The process for receiving accommodations for your disability may be more complicated than you realize. For many universities, documentation requires access to affordable healthcare, time, printer services, and knowledge of the institution’s bureaucratic processes. You might face experiences that may not qualify you for accommodations, such as:

Your disability is undiagnosed, self-diagnosed, or is difficult to document

Your disability only affects you sometimes

You are injured and do not qualify for accommodations

Your disability is stigmatized, such as anxiety or depression

You may be estranged from your family or support system

You may be a caregiver for a sick, elderly, or young person

You are a single parent

You work a full-time, part-time, or multiple jobs

You are food, housing, or clothing insecure

Whatever you face, it is my responsibility as an educator to work with you to achieve the learning outcomes of ENC 1145. If I am not meeting your learning needs, please see me directly about ways I can adjust the course to your situation.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit [the Counseling and Wellness Center](#) website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [the Student Health Care Center website](#).

University Police Department: Visit [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center](#) website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit [the GatorWell](#) website or call 352-273-4450.

Academic Resources

E-learning technical support: Contact [the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.

[Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit [the Complaint Portal webpage](#) for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

Please note: I am a mandatory reporter of any known instances of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Outside of these issues, I will always talk with you confidentially about the things you are facing.

Inclusivity: To affirm and respect the identities of students in the classroom and beyond, I will do my best to refer to you by the name and/or pronouns you tell me. Please contact me at any time during the semester if you wish to be referred by a name and/or pronouns other than what is listed in the student directory or that you have included in the syllabus acknowledgment form.

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grade Appeals: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008

TUR). Please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

Course Evaluations: Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

Classroom behavior: You should use computers, laptops, and e-readers for course-related activities only, including taking notes and using e-copies of readings. Checking Facebook, websurfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade. Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior, as determined by the instructor, will result in dismissal, and accordingly absence, from the class.

Policy on environmental sustainability: Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

Recording Policy: Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Grading and Assessment Rubric

You should strive to excel in all three of these areas in each written assignment:

1) **Content:** How strong is your argument, development, and support? Does the paper offer a strong understanding of the text and is your content relevant to your argument/assignment? Do you provide adequate support, such as outside sources and textual evidence?

2) **Organization:** How well-structured are your paragraphs? Do your overall ideas flow well? Does the paper employ topic sentences? Do paragraphs support the thesis statement?

3) **Mechanics:** How frequently do you make errors in grammar, style, and spelling? Is the paper formatted correctly in MLA style?

A-level paper: Follows and meets the assignment requirements. The paper has a thesis statement that is clearly articulated, supported, and is analytical. Paragraphs build and support the argument of the paper. Examples and quotes from texts are used to support ideas and claims. Writing is clear and the paper uses varied sentence structure and diction. Paper is free of most grammatical and spelling errors. MLA format is correct. The paper should have a clear conclusion that does more than just summarize.

B-level paper: Follows and meets most of the assignment requirements. The paper includes a thesis, but wording may be unclear or weaker in argument. Paragraphs build on the argument, but do not necessarily offer strong connections between the text and argument. The paper does not analyze the text as in-depth as the “A” paper. Paper may have vague language, spelling and grammar errors, or superficial analysis. MLA formatting is correct. Paper includes a strong conclusion.

C-level paper: Follows and meets some of the assignment requirements. Does not have a fully developed or articulated thesis statement. It is descriptive rather than analytical. Paragraphs do not engage or defend the thesis statement. Writing is disorganized, but may include some analysis of text. Paper does not incorporate sufficient textual evidence to support the main argument. MLA format has some errors. Conclusion lacks clarity.

D-level and below paper: Does not meet assignment requirements. The paper lacks a developed thesis statement. Paper does not engage or defend key arguments. Does not successfully incorporate textual evidence. Paper includes disregard of proper grammar and spelling rules. Writing is vague and includes errors and weak argumentation. Does not follow MLA format. Paper does not include a conclusion.

Grading Scale:

A 4.0 93-100%

A- 3.67 90-92%

B+ 3.33 87-89%

B 3.0 83-86%

B- 2.67 80-82%

C+ 2.33 77-79%

C 2.0 73-76%

C- 1.67 70-72%

D+ 1.33 67-69%

D 1.0 63-66%

D- 0.67 60-62%

E 0.00 0-59%

Schedule of Classes and Assignments

The schedule below is subject to change and may not necessarily reflect all smaller assignments or minor readings. Readings and assignments are to be completed before the class period in which they are listed, unless otherwise noted.

As I'm sure you know by now, a schedule like this often falls prey to forces outside our control. Our Canvas site will be the most accessible, up-to-date site of all resources, texts, due dates, assignments, and course information. Make it a habit to frequently check it along with your e-mail for updates from me as they become available.

Week 1

Friday, August 23: Course Overview

Week 2

Monday, August 26: Defining Indigenous

READING:

- United Nations Declarations on the Rights of Indigenous Peoples
- We Are (Are We?) All Indigenous Here, and Other Claims about Space, Place, and Belonging in Asia

Wednesday, August 28: American Indian/First Nations /Native American/Inuit/Indigenous: what's in a name? Land acknowledgment

- [Native Land Digital Map](#). This map may not load if you are on campus. If you can't find a way to load it, you can see a piece of map here: <https://www.npr.org/2022/10/10/1127837659/native-land-map-ancestral-tribal-lands-worldwide>
- [Analysis: How well-meaning land acknowledgements can erase Indigenous people and sanitize history:](#)

Friday, August 30: An overview of a couple of millennia of history

- **1491:**
<https://www.bing.com/videos/riverview/relatedvideo?q=1491+film+video&mid=D5B299DFD102A05E5B77D5B299DFD102A05E5B77&FORM=VIRE>

READING: 1491 The Atlantic Article:

<https://www.theatlantic.com/magazine/archive/2002/03/1491/302445/>

* Instructions on writing reading responses

Week 3

Monday, September 02: Holiday

Wednesday, September 04

Reading response 1 due

Discuss Reel Injun (2009, d. Neil Diamond)

Watch Reel Injun for Friday. Tubi: <https://tubitv.com/movies/667966/reel-injun>

Friday, September 06

READING: “How to Write the Great Indian Novel” by Sherman Alexie

Week 4

Monday, September 09

Playing Indian by Philip J Deloria (Selections)

Wednesday, September 11

Playing Indian by Philip J Deloria (Selections)

*Workshop on close reading

Friday, September 13

Playing Indian by Philip J Deloria (Selections)

* We will be participating in in-class activities while reading the book. That involves collective brainstorming, critical interpretations, reflective responses and so on- that foster our writing skills.

Week 5

Monday, September 16

Momaday's *House Made of Dawn*

READING: Read up to "July 24" (p. 28)

Wednesday, September 18

Continue discussing Momaday's *House Made of Dawn*

READING: read the rest of Section 1 "The Longhair" (to p. 76)

Friday, September 20

Continue discussing Momaday's *House Made of Dawn*

READING: read Section 2, "The Priest of the Sun"

Week 6

Monday, September 23

Continue discussing Momaday's *House Made of Dawn*

READING: Read Sections 3 and 4, "The Night Chanter" and "The Dawn Runner"

Wednesday, September 25

Continue discussing Momaday's *House Made of Dawn*

* Workshop on writing paper proposal

Reading response 2 due

Friday, September 27

Conclude Momaday's *House Made of Dawn*

Week 7

Monday, September 30

READING: *Hollywood's Hawaii* Chapter 1

Wednesday, October 2

READING: *Hollywood's Hawaii* Chapter 2

Friday, October 4

Close reading essay due

Hollywood's Hawaii Chapter 3 and Conclusion

Liliuokalani Hawaii's Story by Hawaii's Queen (Selections)

Week 8

Monday, October 07

READING: *The Chittagong Hill Tracts: Living in a Borderland* (Select sections)

Wednesday, October 09

READING: *The Chittagong Hill Tracts: Living in a Borderland* (Select sections)

* Discussing annotated bibliography

Friday, October 11

Reading response 3 due

READING: *The Chittagong Hill Tracts: Living in a Borderland* (Select sections)

Week 9

Monday, October 14

Kabita Chakma's poem "Joli No Udim Kittei?", "Why Shouldn't I be the fire?"

"Indigenous Women and the Culture in the Colonized Chittagong Hill Tracts of Bangladesh" by Kabita Chakma & Glen Hill

Wednesday, October 16

Workshop on ArcGIS and "Tracking migration" project

Friday, October 18

Paper proposal due

Week 10

Monday, October 21

Tell It to The World by Stan Grant (Selections)

Wednesday, October 23

Tell It to The World by Stan Grant (Selections)

Friday, October 25

Reading response 4 due

Tell It to The World by Stan Grant (Selections)

* Discussing digital adaptation or interpretation/creative final project

Week 11

Monday, October 28

Annotated bibliography due

Indigenous London: Native Travelers at the Heart of Empire by Coll Thrush

Wednesday, October 30

Indigenous London: Native Travelers at the Heart of Empire by Coll Thrush

Friday, November 01

Indigenous London: Native Travelers at the Heart of Empire by Coll Thrush

* Discussion on research and critical analysis

Week 12

Monday, November 04

“Tracking migration” project presentation

Wednesday, November 06

“Tracking migration” project presentation

Friday, November 08

Social Media “Stories”

Week 13

Monday, November 11, Holiday

Wednesday, November 13

Reading response 5 due

Interacting with online resources: <https://fourdirectionsteachings.com/>

A Digital Bundle: Protecting and Promoting Indigenous Knowledge Online by Jennifer Wemigwans (Selections)

Friday, November 15

No class (The instructor will be attending a conference in Indiana)

Week 14

Monday, November 18

Presentations (Digital Adaptation or Interpretation/Creative Final Project)

Wednesday, November 20

Presentations (Digital Adaptation or Interpretation/Creative Final Project)

Friday, November 22

Discussing *Killers of The Flower Moon* by Martin Scorsese

<https://time.com/6565410/lily-gladstone-oscar-nomination-first-native-american/>

* This week, I will allot substantial time to discussing and giving feedback on your final paper. As the class progresses, we will decide on the logistics for this.

Week 15

Monday through Friday Holiday

Week 16

Monday, December 02

Peer review

* You will come to class with your draft. You will review a classmate's draft and your one will be reviewed by your classmate.

Wednesday, December 04

[Researched critical analysis essay due](#)
