

Life and Writings of Indigenous/Marginalized Women: Native American, Australian Aborigine, and Dalits from India

1. Title of Course and Number: Life and Writings of Indigenous/Marginalized Women, WS/ASN/ENG 375

2. Description of course exactly as in the WPUNJ Catalogue:

This course is designed to expose the students to the richness of the culture and literatures of women from indigenous communities, and the systemic oppression that they have been/are subject to due to race, caste, gender and class. The communities will include Native American, Australian Aborigine, and Dalit women from India. The traditional and historical status of these women in relation to their social, economic and political status today will be discussed. These silenced voices of women will be presented and analyzed in the forms of individual stories, memoirs, songs, poetry and fiction of the women from these three communities. Significant texts in translated literary forms and works will be used as primary resources. This course will involve reading literary works, and dealing with them via lecture, class discussions, small group discussions, and writing about significant aspects of the literatures.

3. Course prerequisites: WS 110 or WS 150 or AACS 150 or AACS 155 and English 110

4. Course Objectives:

The course will:

1. Expose and create awareness among students of the cultural and literary heritage of women from indigenous cultures
2. Examine in detail the oppressive social, economic, political status of women from these communities.
3. Describe, compare, and contrast the literary forms and works from the three communities of women
4. Analyze the use and purpose of literary techniques employed in these literatures
5. Increase understanding of the literatures by reading, discussing, and writing about issues raised by these works of literature
6. Expand the global knowledge of the students
7. Enhance interactive/co-operative skills among students through small and large group discussions
8. Build students' critical thinking and writing skills
9. Provide opportunities for students to explore the use of informational technology for research

5. Student Learning Outcomes:

Students will:

1. Demonstrate the ability to analyze indigenous women's lives taking into account gender, race, class, caste, sexuality, and nationality.
2. Understand the impact of capitalism and globalization on indigenous groups of women
3. Identify the commonalties and differences among the literatures and lives of these groups of women
4. Recognize and be able to analyze internal oppressive structures
5. Understand and appreciate the culture and literature of indigenous communities.
6. Learn to use literary material in various forms as primary sources to be able to critically investigate, analyze and synthesize literatures from these communities
7. Demonstrate literary critical thinking through written assignments
8. Be able to make the connection between the employment of various literary techniques and the life styles of these communities
9. Develop cooperative learning skills

6. Topical Outline of the Course Content:

- a. Marginalization in the context of indigenous status
- b. Overview of histories of the three cultures
- c. Examine the social conditions within these communities
- d. Examine and critique the social structure of the larger cultures
- e. Study traditional and current literary expressions of these communities
- f. Purposeful use of literary forms and literary techniques
- g. Literature as social tool
- h. Study the various Literary forms
- i. Examine the literary techniques employed
- j. Use of language/speech as power
- k. Use of commonplace imagery
- l. Lyricism and expression
- m. Subversive strategies within self presentation vs false representation as revealed in literary expressions
- n. Gender roles, traditional and current
- o. Cycles of Capitalism, globalization and Economic exploitation
- p. Organizing and Social Movements for change by and for marginalized women

7. Guidelines/Suggestions for teaching methods and student learning activities:

- Class discussions
- Small group discussions
- Group presentations
- Use of power point presentations, videos and movies
- Guest lectures
- Research Papers: Social and literary analysis

8. Guidelines/suggestions for methods of student assessment:

- Assessment of demonstrated understanding of ideas, concepts and themes

- Assessment of the understanding of the significance of the use of specific literary forms and techniques
- Assessment of participation in class discussions
- Assessment of Class presentations
- Assessment of literary critical analysis papers

9. Suggested Readings:

Bama, *Sangathi*. Macmillan: New Delhi, 2004.
 Jean-Luc Racine. *Viramma: Life of an Untouchable Woman*. London: Unesco, 1999.
 Clare, Monica. *Karobran: The Story of an Aboriginal Girl*. Sydney: APCOL, 1978.
 Sonia Borg. *Women of the Sun*. New York: Penguin, 1985.
 Winona Laduke, *Last Standing Woman*. Voyaguer Press, Minnesota, 2000.
 Lious Erdrich. *Tracks*. New Yor: Harper and Row, 1987.
 Clifford Trafzer, ed. *Earth Song, Sky Spirit, Short Stories of Contemporary Native American Experience*. Anchor: New York, 1993
 Arjun Dangle. ed. *Poisoned Bread*. Macmillan: New Delhi, 1992
 Kevin Gilbert, ed. *Inside Black Australia: An Anthology of Aboriginal Poetry*. Penguin: Sydney, 1989.

Films and Videos:

Rabbit Proof Fence
 Thunderbird Woman
 Lesser Humans
 When Women Unite

10. Bibliography of supportive texts and other materials:

Native American Experience and Writing

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Berkhofer, Robert F. *The White Man's Indian: Images of the American Indian from Columbus to the Present*. New York: Vintage, 1979.

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Dippie, Brian W. *The Vanishing American: White Attitudes and U.S. Indian Policy*. Lawrence: University Press of Kansas, 1982.

Jakoski, Helen, ed. *Early Native American Writing: New Critical Essays*. New York: Cambridge University Press, 1996.

Jara, Rene, and Nicholas Spadaccini, eds. *Amerindian Images and the Legacy of Columbus*. Minneapolis: University of Minnesota Press, 1992.

Jennings, Francis. *The Invasion of America: Indians, Colonialism, and the Cant of Conquest*. [1975] New York: W. W. Norton, 1976.

Krupat, Arnold. *For Those Who Come After: A Study of Native American Autobiography*. Berkeley: University of California Press, 1985.

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Murray, David. *Forked Tongues: Speech, Writing, and Representation in North American Indian Texts*. Bloomington: Indiana University Press, 1991.

Owens, Louis. *Other Destinies: Understanding the American Indian Novel*. Norman: University of Oklahoma Press, 1992.

Sarris, Greg. *Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts*. Berkeley: University of California Press, 1993.

Sayre, Gordon M. *Les Sauvages Americains: Representations of Native Americans in French and English Colonial Literature*. Chapel Hill: University of North Carolina Press, 1997.

Scheckel, Susan. *The Insistence of the Indian: Race and Nationalism in Nineteenth-Century American Culture*. Princeton: Princeton U P, 1998.

Stensland, Anna. *Literature By and About the American Indian: An Annotated Bibliography*. Urbana: NCTE, 1979.

Swann, Brian, and Arnold Krupat, eds. *Recovering the World: Essays on Native American Literature*. Berkeley: University of California Press, 1987.

Swann, Brian, ed. *Smoothing the Ground: Essays on Native American Oral Literature*. Berkeley: University of California Press, 1983.

Takaki, Ronald. *Iron Cages: Race and Culture in 19th Century America*. [1979] New York: Oxford University Press, 1990.

Vecsey, Christopher. *Imagine Ourselves Richly: Mythic Narratives of North American Indians*. New York: Harper San Francisco, 1991.

Walker, Cheryl. *Indian Nation: Native American Literature and Nineteenth-Century Nationalisms*. 1997.

Warrior, Robert Allen. *Tribal Secrets: Recovering American Indian Intellectual Traditions*. Minneapolis: University of Minnesota Press, 1995.

Wiget, Andrew, ed. *Critical Essays on Native American Literature*. Boston: G.K. Hall, 1985.

Wong, Hertha Dawn. *Sending My Heart Back Across the Years: Tradition and Innovation in Native American Autobiography*. New York: Oxford University Press, 1992.

Zolbrod, Paul G. *Reading the Voice: Native American Oral Poetry on the Page*. Salt Lake City: University of Utah Press, 1995.

Australian Aborigine Experience and Writing

Abbie, A.A. 1969. *The Original Australians*. London: Frederick Muller.

Bandler, Faith. *Wacvie*. Sydney: Rigby, 1977.

Berndt, Ronald M. and Catherine H. 1980. *Aborigines of the West - Their Past and Their Present*. Perth: University of Western Australia Press.

Biskup, Peter. 1973. *Not Slaves, Not Citizens: The Aboriginal Problem in Western Australia 1898-1954*. St. Lucia: University of Queensland Press.

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Tatz, Colin. 1999. *Genocide in Australia.* Canberra: Australian Institute of Aboriginal and Torres Strait Islander Studies.

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Travers, Robert. 1968. *The Tasmanians: The Story of a Doomed Race*. Melbourne: Cassell Australia.

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Wannan, Bill. 1972. *Early Colonial Scandals: the Turbulent Times of Samuel Marsden*. Melbourne: Lansdowne.

Ward, Glenyse. *Wandering Girl*. Sydney: Fawcett, 1992.

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Second Report from the Select Committee of the Legislative Assembly upon Aborigines. NSW Government Printer, 1981.

Aboriginal Land Rights and Sacred and Significant Sites - First Report from the Select Committee of the Legislative Assembly upon Aborigines. NSW Government Printer, 1980.

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11. Preparer's name and date: Jebaroja Singh, November 6, 2005

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13. Reviser's name and Date: Jebaroja Singh, November 22, 2005

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