

# English 4302:1 Southwestern Literature

(TT 9:30-10:45)

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Fall 2003  
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## Required Texts:

Slovic, Scott, ed. GETTING OVER THE COLOR GREEN (U of Arizona, 2001)  
Austin, Mary. THE LAND OF LITTLE RAIN (Dover, 1903)

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## Course objectives:

- # recognize literary characteristics of regional writing as opposed to folklore or local color
- # analyze application of modern literary criticism theories to regional literature
- # recognize the historical roots of Southwestern literature
- # appreciate the cultural diversity in Southwestern literature
- # analyze regional symbols prevalent in Southwestern literature
- # become familiar with Southwestern authors and various literary genres unique to Southwestern literature

## Explanation of Major Assignments and Grading

**\*\*50% Tests** - The course will include five tests. Tests will be graded on the standard of 100-90% = A, 89-80 = B, 79-70 = C, 69-60 = D, and 59 or below = failure.

**\*\*25% Symbol/Metaphor/Image Paper** - From a list provided, students will choose a symbol/metaphor/image which seems to be prevalent in Southwestern Literature (water, cacti, adobe, etc.). You will research that symbol, looking for facts or beliefs about it that could be important to a meaning when used in literature. In your paper, explain and speculate on the way a writer might use the symbol in his/her work. Could the meaning change for different ethnicities? Different genders? Different ages, religions, occupations, etc.? What kind of reader would understand its symbolic meaning at the deepest level? Would some readers possibly misunderstand or misinterpret? Find at least one example of your symbol where an author has used it in our texts and explain what meaning(s) you think the symbol may have held for that author. You should rely on your own knowledge of the Southwest to help you speculate. The finished paper should be 5 pages, typed, 12 pt. type, 1" margins, with an additional Works Cited page listing all sources used in MLA style documentation. Papers will be graded holistically (depth of ideas, style, appropriateness to assignment).

**\*\*10% Archives Project** - Students will be assigned to locate information in the SRSU archives that is relevant to Southwestern Literature (a list will be provided). If time permits, the project will be presented orally to the class and graded holistically (appropriate to topic, visual aids).

**\*\*5% Annotated Report** - Students will be assigned to read one article on Mary Austin. From this reading you will produce a one-page, typed, double-spaced, annotated report. At the top should appear full MLA bibliographic information about the article, then a brief 1/2 page summary of the article, and then a brief 1/2 page personal analysis or response to the article. Reports will be given orally to the class and graded holistically (understanding of the article, following directions, appropriateness to SW literature, and oral presentation.)

**\*\*5% Film or Tape Responses** - Following each film shown in class or tape recording listened to in class, students will produce a response (oral, fill-in the blanks, or written response). Instructions for the responses will be given at the beginning of each. Responses will be graded holistically (depth of response, appropriateness to course).

**\*\*5% Class Participation** - Students will be expected to participate in class discussions, attend class regularly, do in-class assignments, and in general be an important asset to the other members of the class. Grades will be determined holistically (sometimes by check-off assignments).

**Tentative Schedule - Southwestern Literature - TT 9:30-10-45**

- 8/21 Th First Class (symbols and photographs)
- 8/26 T Intro to SW Lit, Austin powerpoint (read Austin opening to 19)
- 8/28 Th (convocation) land as character, animism, ecocriticism (read Austin 19-45), distribute Austin articles
- 9/2 T Austin film, divided narrative, regionalism/local color (read Austin 45-end)
- 9/4 Th **Austin article reports due** and given orally
- 9/9 T Austin oral reports and review for test, Guest lecture?
- 9/11 Th **TEST #1 - AUSTIN & HISTORY OF SW LITERATURE**  
(Read Harjo 309 + ho, Hogan 310-13, Tapahonso 264-5, Bird 203-205, Zepeda 265-71, Ortiz 236-40, Rose 247-48) + ho on Graves
- 9/16 T Orientalized, preservation vs. Evolution of story, noble savage (VRT 1318-1733) Tapahonso video, (read Silko ho)
- 9/18 Th Silko video, pueblo photos, Hos on Apache/land, (read Gonzalez 123-27, deBaca 282-3 + ho, Rios 242-245, Sáenz 249-63, Mora 221-24)
- 9/23 T dialect, stereotypes, gender, Chavez tape, Desert is No Lady VRT-2334(read Anaya 275-81, Anzaldua ho)
- 9/25 Th Anaya video, border as symbol, corn woman tape (read Bowers 98-106, Darlington 19-25, Shelton 69-75, CBP hos)
- 9/30 T Local color, desert wierdos, Abbey video, SW humor, desert rat, coyote
- 10/2 Th **TEST #2 - ETHNICITIES IN SW LITERATURE**
- 10/7 T Archives?
- 10/9 Th Archives? (CBP hos + Austin)
- 10/14 T Dance-drama, matachina, penitentes, festivals (onion, cantalope, stock show), Teatro de corrales, Los Moros, outdoor, gesture, N<sup>o</sup>, Greek, Delight Makers (Read Nabhan 225-26, Leuders 50-51, Zwinger 88-92)

- 10/16 Th ethnography, autoethnography, ethnobotany, Nabhan video, One-Smoke stories, braided/linked/divided narrative, serial legends, ghosts (la Llorona), natural history(Read Daniel 15-18, Deming 26-8, Williams 76-87, Freeman 120-22)
- 10/21 T Poetry, landscape line, imagery (black rock, glyph, music (Harjo video 2445), authentic vs. Academic, corridos, cantos, decimas, leyendas, coplas
- 10/23 Th **TEST #3 - GENRES OF SW LITERATURE**
- 10/28 T Milagro Bean Field War video 1/2 (questionnaire)
- 10/30 Th (WLA) Milagro Bean Field War video 1/2 (questionnaire)
- 11/4 T Marxist crit, class, de Baca ho  
105- (Read Alcock 3-7, Hanson 29-31, Kingsolver 128-30, Nelson 52-60, Brennan 6, Berger 95-97, Elliott 107-119)
- 11/6 Th unwashed vs. Naturalist/saint, outdoor bedroom, gym, reading room  
(Read deVaca ho, Russell 135-47)
- 11/11 T culture hero not warrior (ag, irrigation, improved housing), de Vaca (food), Pueblo video VRT-1519, women=s art (baskets, pots, rugs), potlach, nobility w/o wealth, Cadillac Desert video
- 11/13 Th **TEST #4 - CLASS & ECONOMICS IN SW LITERATURE**  
(Read hos on Barr, Martin)
- 11/18 T Hillerman video, detective novels, Dust Devil tape  
(Read Ryan 148-61, Bowden 284-92, Cambell 8-14, Trimble 180-92)
- 11/20 Th Adams photos, vernacular, Austin SW powerpoint (Read B. Nelson 227-31, Lamberton 40-59)
- 11/25 T Geographical terms/Spanish, sense of place
- 11/27 Th **Research papers due**  
(Read Intro to text)
- 12/2 T Last Class - review for exam
- 12/9 8:00am - TEST #5 - SENSE OF SW PLACE IN LITERATURE**