

# Lushootseed Language & Literature



## Special topics in Native American Literature and Oral Traditions

### sʔəyəhub—Legend/Myth/Old Story

*taslaḵdub ʔə kʷi tuyəlyəlab tiʔəʔ sʔəyəhub tuʔal tudiʔ tuhaʔkʷ, yəxi liʔal sʔəyəhub tiʔəʔ gʷədəxʷəshaydubs ʔə kʷi ləʔəḷ ʔaciʔtalbixʷ tulcad əlgʷə, ʔəsčal kʷi lusqʷibil ʔə tiʔəʔ sgʷaʔs swatixʷtəds, ʔəsčal kʷi gʷəsəshuys ʔal tiʔəʔ suʔibušs ʔal tiʔəʔ swatixʷtəd.*

*Our ancestors remembered these old stories from a long time ago, because the legends were what carried the teachings, that coming generations would know where they were from, how their earth was prepared, how they should conduct themselves as they walked on the earth.*

--Vi Hilbert, taqʷsəbluʔ, Lushootseed Vocabulary

### THE EVERGREEN STATE COLLEGE

SPRING QUARTER: 2006

**Faculty:** Rebecca Chamberlain, Phone ext. 866-2141

e-mail: chambreb@evergreen.edu

**Meeting Times:**

Thursday 7-9 p.m.; Field Trip, Squaxin Tribe, May 11  
2 quarter hours

**Location:** SEM 2

**Reference No.:** (30502)

### **Description:**

This beginning class in Puget Sound Salish language and literature will introduce students to conversational phrases, songs, stories, games and introductory grammar. We will look at a number of legends and myths translated from the Lushootseed into English, and explore the history of Native American storytelling and language preservation in the Northwest. Students will participate in fieldtrips, meet with Native speakers of the language, and hear stories and songs from tapes, CD's and videos of traditional speakers. We will also be reading and discussing a series of stories that have been translated from the Lushootseed Language into English. It is designed to be taken with "In Search of the Starchild: Special Topics in Native American Literature."

The work we do in class, exploring Lushootseed Language, storytelling and literature, will include: watching videos; listening to recordings of songs and stories; and looking at translations and analysis of transcriptions of native speakers in both Northern and Southern dialects, so students will hear examples of the language fully expressed by fluent speakers in both dialects. We will tell stories and sing songs in class, and students will have opportunities to meet on two occasions with Native speaker, Zeke (Zalmi) Zahir. We will also visit with Barbara Whitener, Squaxin Island Language Specialist, and Misty Miller and the Language Keepers of Wa-he-lut Tribal School.

At the end of class, students will be required to: greet each other and introduce themselves, say an invocation, tell the Lady Louse (or bear) story, sing various songs from the workbook and CD by Zeke Zahir. They will also need to learn how to ask basic questions as they interact with the names of common animals and plants. We will work on grammar activities and worksheets during class, and students will be required to finish them on their own. A tape will be provided for additional practice. Students will also be encouraged to tell a traditional story in English.

Students who wish to go on with their studies will be encouraged to: form Lushootseed study groups, find opportunities to study further with native speakers, such as Zeke Zahir, who is the main teacher of Southern Lushootseed. You can find more information about his work, including stories, classes, and resources at [www.pugetsalish.com](http://www.pugetsalish.com). You might also find ways to participate in language programs in traditional communities such as occasional language workshops and programs at Squaxin Island or other communities.

*Stories are the elders way of teaching.*

### **Texts will include:**

Chamberlain, Rebecca, Lushootseed Language & Literature: Program Reader (language lessons, stories, essays and readings on Lushootseed language, cultural, and storytelling traditions.)

Hilbert, Vi. Haboo: Native American Stories from Puget Sound. Seattle: University of Washington, 1985.

Zahir, Zalmai (ʔəswəliʔ). Puget Salish Songs/Tape. Federal Way: Zahir Consulting Services, 1994. (Available through Zahir Consulting Services)

### **Supplemental Readings:**

Bates, Dawn, Thom Hess, and Vi Hilbert. Lushootseed Dictionary. Seattle: University of Washington, 1994.

*Translating the literature of one language into another is never easy, especially when the cultures involved are extremely dissimilar. The task is made even more difficult when the translator must also render in writing what has been an oral tradition.*

--Thom Hess

### **Expectations:**

- Faithful attendance and full participation in class meetings, workshops, field-trips, and seminars.
- Write weekly readings responses to the assigned texts.
- Present oral and written responses to weekly language lessons
- Participate in class workshops and practice sessions.
- Maintain a portfolio and journal of class handouts, notes, workshops, papers, and cumulative work for the quarter.
- Successful completion of individual and group projects, oral presentations, and workshops.

### **Assignments:**

1. Weekly language lessons turned in promptly at the beginning of class.
2. Weekly reading response papers turned in promptly at the beginning of class.
3. Demonstrate knowledge of songs, invocations, basic conversational phrases, vocabulary and the memorization of a short story in oral and written forms.
4. Give a final performance or presentation story.

### **Class Portfolio**

Each student is required to keep a class portfolio throughout the quarter. This will be turned in during the fifth week and during week nine of the quarter. It will be returned to you in week ten. Include your name and a table of contents. **Record the topic and date of each item** in your portfolio. Each section should be arranged chronologically. The portfolio must be kept in a loose-leaf three ring binder with dividers and should contain the following:

Note: Date and chronologically order each entry.

- 1) Table of contents that includes the following
- 2) Course syllabus, covenant, and all class handouts
- 2) Reading responses for required texts and readings. Follow format on reading response handout.
- 3) Weekly Language Lessons
- 3) Class notes: lectures, guest speakers, workshops and films.
- 7) Self and Faculty evaluations  
Three signed copies on official forms due in week nine or ten. (These are worth one credit.)