COURSE OUTLINE
ENGL 224 – SURVEY OF NATIVE AMERICAN LITERATURES

Prepared By: Nadine N. Jennings, PhD
Revised May 2015
A. **TITLE:** SURVEY OF NATIVE AMERICAN LITERATURES

B. **COURSE NUMBER:** ENGL 224

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** Determined by Semester

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:** Introductory survey of expressive and essayist literature by selected Native American authors from the United States and Canada. Works are chosen to reflect the diversity of Native American thought and experience as revealed through literature. Emphasis is on contemporary short fiction and poetry, but readings include essays, drama and the novel. Discussion of cultural context encompasses the oral tradition(s) and relevant political and social history. Audio-visual media and Internet resources will supplement lectures and discussions.

I. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)

   a. Pre-requisite: ENGL101: Expository Writing OR ENGL102: Oral and Written Expression
   
   b. Co-requisite: course name none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>a. Describe and discuss the cultural diversity of Native American and First</td>
<td>1. Communication</td>
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<td>Nations peoples prior to the European invasions of the Americas</td>
<td>2. Crit. Thinking</td>
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<tr>
<td>b Identify orally and in writing the underlying socio-political and historical</td>
<td>1. Communication</td>
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<td>factors that have influenced thematic and structural development of</td>
<td>2. Crit. Thinking</td>
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<td>contemporary Native American and First Nations literature;</td>
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K. **TEXTS:** (If a text is used it should adhere to APA, MLA or ASA)
Texts may be chosen by the instructor; however, selected texts must include the works of writers from the Northeast, Southeast, Great Plains, Plateau, Great Basin, Southwest, California, Pacific Northwest, and Alaska Native American culture regions. The following texts are provided for reference.


Miscellaneous handouts and Southworth Library reserve materials
**Recommended (Will be used for course readings; however, copy will be available on Southworth Library reserve shelves):**

**REFERENCES:** (alternative textbooks, references, and resources for the course)

WWW Virtual Library - American Indians Index of Native American Resources on the Internet <http://www.hanksville.org/NAresources/>
And other written and online sources

**L. EQUIPMENT:** technology enhanced classroom

**N. GRADING METHOD:** A-F
O. **MEASUREMENT CRITERIA/METHODS:** (list in bullet form, all outlines should be created for face-to-face course delivery, attendance is not measurable, but you can list participation – see examples below)

- Exams
- Quizzes
- Papers
- Participation

P. **DETAILED COURSE OUTLINE:**

I. **Social and Historical Context**
   A. Overview of European Invasions of the Americas
   B. Political, Religious and economic factors
   C. Disease Progression
   D. Who is an Indian? By whose criteria?

II. **Forms of Literacy**
   A. Oral Tradition
      1. Myth—legend
      2. Folklore
      3. Lesson Tales
      4. Ceremony and Song
      5. Oratory
   B. Visual Tradition
      1. Myth established symbology
      2. Pictographs (record tipis and wampum belts)
      3. Petroglyphs
      4. Rock Painting
      5. Totem poles
      6. Masks
      7. Sand painting
   C. Written Tradition
      1. Syllabary vs. alphabetic systems
      2. Original uses by Native Nations and consequent Identity Issues

III. **Emergence and genre of Native American written literature**
   A. National history (e.g. Cusick, 1827, *Ancient History of the Six Nations*)
   B. Autobiography and as-told-to autobiography
   C. Fiction
   D. Poetry
   E. Drama

IV. **Thematic comparison and contrasts between early, middle, and contemporary Native American Literature**
   A. Portrayal of reservation
   B. Native—Euroamerican relationships
      1. Political
2. The Sacred
3. Education
C. Inclusion of oral tradition and allusions to oral tradition
D. Inclusion of historical allusions
E. Nature of relationship and importance of place
F. Native American and Euroamerican contrasting cultural value systems
G. Humor
H. Themes/motifs as identified by the class
I. Student generated topics

Q. **LABORATORY OUTLINE:** None