

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY**

CANTON, NEW YORK



COURSE OUTLINE

ENGL 224 – SURVEY OF NATIVE AMERICAN LITERATURES

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Revised May 2015

SCHOOL OF BUSINESS AND LIBERAL ARTS

ENGLISH and HUMANITIES

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:

<i>Course Objective</i>	<i>Institutional SLO</i>
a. Describe and discuss the cultural diversity of Native American and First Nations peoples prior to the European invasions of the Americas	1. Communication 2. Crit. Thinking
b Identify orally and in writing the underlying socio-political and historical factors that have influenced thematic and structural development of contemporary Native American and First Nations literature;	1. Communication 2. Crit. Thinking

- 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.

Lesley, Craig. Talking Leaves: Contemporary Native American Short Stories. New York: Laurel-Dell, 1991.

McNickle, D'Arcy. The Surrounded. 1936. Albuquerque: U of New Mexico P, 1978.

Ruoff, A. Lavonne Brown. Literatures of the American Indian. New York: Chelsea House, 1991.

Swann, Brian, ed. Native American Songs and Poems: An Anthology. Mineola, NY: Dover, 1997.

Wong, Hertha D., Lauren Stuart Muller, and Jane Sequoya Magdaleno (Eds). Reckonings: Contemporary Short Fiction by Native American Women Paperback. New York: Oxford U P, 2008.

Zitkala-Ša. American Indian Stories. 1921. Lincoln, NE: U of Nebraska P, 1985.

Miscellaneous handouts and Southworth Library reserve materials

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

Hanay Geigogamah and Jaye T. Darby, eds. Stories of Our Way: An Anthology of American Indian Plays. Los Angeles: UCLA American Indian Studies Center, 1999.

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

Bowden, Henry Warner. American Indians and Christian Missions. Chicago: U of Chicago P, 1981.

McNickle, D'Arcy. Native American Tribalism: Indian Survivals and Renewals. New York, Oxford U P, 1973.

Ortiz, Simon. Speaking for the Generations: Native Writers on Writing. Tucson, AZ: U of Arizona P, 1998.

Owens, Louis. Other Destinies: Understanding The American Indian Novel. Norman, OK: U of Oklahoma P, 1992.

Waldman, Carl. Atlas of the North American Indian, rev. ed. New York: Facts on File Library of American History, 2000.

Wallace, Paul. White Roots of Peace. 1946. Santa Fe: Clearlight, 1994.

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