MASTER SYLLABUS

ENGL 224 – NATIVE AMERICAN LITERATURES

CIP Code: 230101

Created by: Nadine N Jennings, PhD
Updated by: Nadine N Jennings, PhD
A. **TITLE:** SURVEY OF NATIVE AMERICAN LITERATURES

B. **COURSE NUMBER:** ENGL 224

C. **CREDIT HOURS:**
   
   3 Credit Hours
   
   3 Lecture Hours: 3 per week
   
   Course Length: 15 Weeks

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

E. **GER CATEGORY:** 6

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

G. **COURSE DESCRIPTION:** Introductory survey of expressive and essayist literature by selected Indigenous/ Native American/ First Nations authors from the United States and Canada and Indigenous territories and provinces. Works are chosen to reflect the diversity of the thought and experience as revealed through literature. Emphasis is on contemporary fiction and poetry, but readings include essays, drama, short fiction, 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 discussion

H. **PRE-REQUISITES/CO-REQUISITES:**
   
   a. Pre-requisite(s): ENGL 101 or ENGL 102
   
   b. Co-requisite(s):
   
   c. Pre- or co-requisite(s):

I. **STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome (SLO)</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
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<tr>
<td>a. Describe and discuss the cultural diversity of the indigenous peoples of North America.</td>
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<td>4 (IK)</td>
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<td>b. Demonstrate use of academic writing attributes, including in-text citation and genre identification</td>
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<td>1 (W)</td>
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<td>c. Explain orally and in writing the underlying socio-political and historical factors that have influenced thematic and structural development of</td>
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<td>4 (ER, IK0</td>
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contemporary Native American and First Nations literature;

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<tr>
<th>KEY</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
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<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
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<tr>
<td>1</td>
<td>Communication Skills</td>
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<tr>
<td></td>
<td>Oral [O], Written [W]</td>
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<td>2</td>
<td>Critical Thinking</td>
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<td></td>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</td>
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<td>3</td>
<td>Foundational Skills</td>
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<td>Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
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<td>4</td>
<td>Social Responsibility</td>
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<td></td>
<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
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<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
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**J. APPLIED LEARNING COMPONENT:** Yes______ No__X_____

**K. TEXTS:** Texts may be chosen by the instructor; however, selected texts and provided resources must include socio-political, environmental, and ethno-cultural topics and should include the works of writers from the Northeast, Southeast, Great Plains, Plateau, Great Basin, Southwest, California, Pacific Northwest, and Alaska Native American culture regions and Urban Indian Centers.

Orange, Tommy. There There. Knopf, 201.


Miscellaneous handouts, online sources, and Southworth Library reserve materials

**L. REFERENCES:**


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


M. **EQUIPMENT:** Modular Learning Lab as Cook 111

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

  - Exams
  - Quizzes
  - Papers
  - Participation

P. **DETAILED COURSE OUTLINE:** N.B. The following topics are included or infused but not in a linear order.

I. Social and Historical Context

  A. Overview of European Invasions of the Americas
  B. Political, Religious and economic factors
  C. Disease Progression and land transfer
  D. Who is an Indian? By whose criteria?
  E. Land, Land, Land issues

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/ iconography
2. Pictographs (record tipis and wampum belts) and Petroglyphs
3. Rock Painting
4. Totem poles
5. Masks
6. Sand painting
7. Sign Language

C. Writing Systems

1. Syllabary vs. Alphabetic system
2. Original uses by Native Nations and consequent Identity Issues

III. Thematic inclusions

1. Portrayal of reservation
2. Native—Euroamerican relationships
3. Political issues including specific ethnographic and historical thought and perspectives
4. Residential Schooling
5. Education
6. Religion and Spirituality
7. Significance of land and the environment, the relationship to place
8. Identifications of oral tradition and historical allusions
9. Contrast with American over-culture cultural values
10. Humor
11. Themes/motifs as identified by the class

IV. Student generated topics

Q. LABORATORY OUTLINE: