

Board Approval:  
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# Allan Hancock College Course Outline

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**Discipline Placement:** English (Masters Required) or Ethnic Studies (Masters Required)

**Department:** English

**Prefix and Number:** ENGL 153

**Catalog Course Title:** Native American Literature

**Banner Course Title:** Native American Literature

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## Units and Hours

	Hours per Week	Total Hours per Term (Based on 16-18 Weeks)	Total Units
Lecture	3.000	48.0 - 54.0	
Lab	0.000	0.0 - 0.0	
Outside-of-Class Hours	6.000	96.0 - 108.0	
Total Student Learning Hours	9.0	144.0 - 162.0	3.0
Total Contact Hours	3.0	48.0 - 54.0	

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## Number of Times Course may be Repeated

None

## Grading Method

Letter Grade or Pass/No Pass

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## Requisites

### Prerequisite

ENGL 101 Freshman Composition: Exposition

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## Entrance Skills

Upon entering this course, the student should be able to:

ENGL 101 - Freshman Composition: Exposition

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## Catalog Description

This course surveys the literature written by Indigenous peoples who primarily reside in what is now called North America. Course material offered will encompass a variety of genres, including memoir, fiction, poetry, and graphic novels, among other media, such as treatises, oral tales, and film, created by authors from a range of regions, periods, forms, and tribal nations. Informed by conceptual frameworks such as sovereignty, survivance, gender and sexuality, and intellectual trade, our literary analyses will account for how Native authors respond to

historical, political, and legal contexts, with emphasis on the specific religious, linguistic, historical, political and cultural context of Native American literary achievements.

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## Course Content

### Lecture

#### A. Pre-contact Indigenous American civilizations and literary productions

1. Major tribal groups and linguistic regions
2. Creation myths and religious beliefs
3. Traditional songs and stories

#### B. Post-contact autobiographical narratives

1. Early accounts of first contact with European civilizations
2. Nineteenth century autobiographical narratives
3. Nineteenth century songs and stories

#### C. History of American governmental policies toward Native American peoples

1. Contributions of indigenous civilizations to the character and survival of European colonial enterprises
2. Origin and development of Euro-American stereotypes about Native peoples
3. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries

#### D. Oral versus written traditions in Native American literatures

1. Characteristics of oral literatures
2. Characteristics of written literatures
3. Continuing influence of oral and written literatures in contemporary Native American literatures

#### E. Recent and contemporary literary works by Native American authors

1. Novels and short-stories
2. Poetry
3. Non-fiction essays and autobiographies
4. Graphic Novels and Manga
5. Significance and influence of Native American literatures on contemporary American, European, and World literatures

#### F. Issues of identity and diversity in Native American communities as expressed in literary productions

1. Connections to traditional tribal lands, traditions, and sovereignty
2. Issues of mixed-heritages: color consciousness and categorization

3. Role of gender in Native American communities and literatures
4. Representations of sexuality and sexual preference in Native American literatures
5. Economic and class issues within Native American communities and literatures

G. Relevant literary theories, terminologies, and analytic techniques

1. Denotative and connotative meaning of words and statements
2. Structure or development of events, emotions, images, and ideas
3. Figurative and symbolic language in relation to central theme(s) of the work
4. Artistic synthesis of literal and figurative details with theme(s)
5. Historical evolution of genres and styles in appropriate literary, cultural and historical context
6. Emphasis on decolonial, anti-racist theories and lenses through which to view the literature.

**Lab**

N/A

## Course Objectives

**At the end of the course, the student will be able to:**

1. 1. identify significant literary, social, historical, cultural, and religious issues in the development of pre-contact Native American literatures.
2. 2. differentiate between major tribal cultures, groups, practices and traditions in the analysis of post-contact autobiographical narratives, stories, poems, and other genres.
3. 3. analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples. In doing so, engage with and write about ethnic studies concepts of struggle, resistance, racial and social justice, and how these concepts are central and specific to the Native American experience.
4. 4. recognize the intersections of race, class, politics, gender, sexuality within Native American and Indigenous communities through the synthesis of narratives.
5. 5. distinguish between the differing characteristics and contributions of oral and written traditions and their influence upon contemporary Native American literary productions.
6. 6. apply anti-racist and anti-colonial concepts to critically analyze how Native Americans have been constructed and deconstructed in the U.S.
7. 7. through the study of Native American literature, examine concepts such as racism, racialization, ethnocentrism, eurocentrism, decolonization and challenges specific to Native American communities.
8. 8. recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

## Methods of Instruction

- **Demonstration**
- **Discussion**
- **Lecture**

## Assignments

- **Outside Assignments**

## Sample Assignment 1:

### Context:

Responding to our course readings and discussions of space and land, identity, and power, you will create a StoryMap, accompanied by a 3 page scholarly reflection paper. This project will engage with the ways any of the texts we've read thus far examine or explore the relationship of space to identity and structures of power in North America.

### Purpose:

This assignment is meant to showcase your ability to creatively and critically engage the material covered in this course. Beyond demonstrating a thoughtful and informed process in your reflection paper, you will illustrate your understanding of the interactions of space and literature created by Indigenous peoples in North America through your creation of the digital map.

This assignment demonstrates the following learning outcomes:

1. Contextualize works written Indigenous peoples who primarily reside in what is now called North America.
2. Understand qualities specific to Native American Literature and relevant historical, political, cultural contexts and critical frameworks that backdrop these narratives.
3. Critically analyze and research ethnic studies concepts rooted in the Native American and Indigenous experience.
4. Develop skills in literary analysis, critical thinking and college writing.

### Process:

Choose any text covered so far in the course and focus on a particular depiction of space or land important to that work.

Create a StoryMap using Northwestern University's [StoryMap JS](#). This map should have no less than 5 data points, 5 images with captions, and 5 sections of text.

In the text, demonstrate your understanding of the relationship of space and land to identity and power in the text through close reading and analysis. When appropriate, be sure to cite readings from critical sources we've read as a class, including:

Shawn Wilson (Opaskwayak Cree), *Research is Ceremony*

Linda Tuhiwai Smith (Ngāti Awa and Ngāti Porou, Māori), *Decolonizing Methodologies*

Epeli Hau'ofa (Tongan and Fijian), "Our Sea of Islands"

Thomas King (Cherokee), "'You'll Never Believe What Happened' Is Always a Great Way to Start"

Louise Erdrich (Anishinaabe), "Books and Islands," "Two Languages in Mind but just One in Heart"

Simon J. Ortiz (Acoma Pueblo), "Towards a National Indian Literature"

Simon Pokagon (Potawatomi), *The Red Man's Rebuke*

N. Scott Momaday (Kiowa), "The Becoming of the Native: Man in America before Columbus"

Submit a 2 page critical reflection on your work, how it engaged with the text in unique ways, and how you considered critical readings and class discussion in the creation of the project.

Papers should be in MLA format and should be uploaded to Canvas. Projects should be made accessible to me via email.

- **Outside Assignments**

## Sample Assignment 2:

### Context:

This assignment will ask you to build from the knowledge you've acquired throughout the semester about the historical, political, cultural contexts of the literature produced by Indigenous authors in North America.

### Purpose:

This assignment will demonstrate the following learning outcomes:

1. Contextualize works written Indigenous peoples who primarily reside in what is now called North America.
2. Understand qualities specific to Native American Literature and relevant historical, political, cultural contexts and critical frameworks that backdrop these narratives.
3. Critically analyze and research ethnic studies concepts rooted in the Native American and Indigenous experience.
4. Develop skills in literary analysis, critical thinking and college writing.

### Process:

In this assignment, you will choose one text that we've read and will further examine the context in which the author produced it.

Drawing from at least 5 credible sources, you will analyze how the author engages with the social, historical, political, and cultural moment in which they are writing.

Some questions you might consider:

How are they responding to significant shifts in thinking?

How are they engaging with histories of colonization and with contemporary movements that emphasize the sovereignty of Native American peoples?

How do they portray the identity of the Indigenous characters in their works? What does this illustrate about structural systems of power and white supremacy?

Does the author engage with the state of diaspora in which Indigenous people in North America are living? How is this conveyed in the text?

The paper should begin with a thesis statement that expresses what your research has revealed about the relationship of the author of your chosen text to their historical, political, and cultural context.

The paper should be a minimum of 5 pages and should be in MLA format.

- **Outside Assignments**

Sample Assignment 3:

Context:

As your culminating project of this course, you will address the challenges Indigenous communities in North America are currently facing and how they are addressing these challenges.

Purpose:

This assignment will demonstrate the following learning outcomes:

1. Contextualize works written Indigenous peoples who primarily reside in what is now called North America.
2. Understand qualities specific to Native American Literature and relevant historical, political, cultural contexts and critical frameworks that backdrop these narratives.
3. Critically analyze and research ethnic studies concepts rooted in the Native American and Indigenous experience.
4. Develop skills in critical thinking and college writing.

Process:

You will begin by researching what tribal communities are doing to address challenges that Indigenous peoples in North America are currently facing.

Here are two examples. The first addresses activism among the Chumash community, as they work toward reclaiming land along the central coast and addressing environmental concerns. The second shows the possibilities of the digital space for re-examining land ownership and naming among Indigenous communities in what we know as Minnesota.

<https://chumashsanctuary.org/>

[https://www.mprnews.org/story/2022/11/27/new-map-restores-native-names-to-northern-minnesota?utm\\_campaign=npr&utm\\_medium=social&utm\\_term=nprnews&utm\\_source=facebook.com&fbclid=IwAR1TgPCYskoA2JxzVzSBQPLoKhtEGAE0RF4iQQVT0pblGWikZUzWLO2gNM0](https://www.mprnews.org/story/2022/11/27/new-map-restores-native-names-to-northern-minnesota?utm_campaign=npr&utm_medium=social&utm_term=nprnews&utm_source=facebook.com&fbclid=IwAR1TgPCYskoA2JxzVzSBQPLoKhtEGAE0RF4iQQVT0pblGWikZUzWLO2gNM0)

You are welcome to use either of these examples as a starting point or to explore and find more examples on your own.

Once you've determined what challenges and responses you'd like to address, you will create a short paper and accompanying presentation that will inform your classmates about your findings.

The goal of this assignment is to highlight current movements and work among Indigenous communities in North America in order to dispel the myth that Native American peoples and cultures exist only in the past and to establish meaningful connections between the literature we've read all semester and the social, political, and cultural developments occurring among these communities.

Your paper should be 3 pages in length and should be in MLA format. You should synthesize the information you've accumulated through your research and should highlight the significance of the movements and/or activism you've learned about. How does this information help us understand the literature produced by Indigenous peoples in a new way? How has it broadened your understanding of land, identity, and sovereignty?

You will submit your paper via Canvas and will share the key points to the class in a 5-7 minute oral presentation, accompanied by well-formatted and visually engaging slides.

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## Methods of Evaluation

- Exams/Tests
- Quizzes
- Research Projects
- Portfolios
- Papers
- Oral Presentation
- Projects
- Field Trips
- Group Projects
- Class Participation
- Class Work
- Home Work
- Class Performance
- Writing Requirements
- Other

Sample Assignment 2:

Context:

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In this assignment, you will choose one text that we've read and will further examine the context in which the author produced it.

Drawing from at least 5 credible sources, you will analyze how the author engages with the social, historical, political, and cultural moment in which they are writing.

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How do they portray the identity of the Indigenous characters in their works? What does this illustrate about structural systems of power and white supremacy?

Does the author engage with the state of diaspora in which Indigenous people in North America are living? How is this conveyed in the text?

The paper should begin with a thesis statement that expresses what your research has revealed about the relationship of the author of your chosen text to their historical, political, and cultural context.

The paper should be a minimum of 5 pages and should be in MLA format.

## Texts and Other Instructional Materials

### Adopted Textbook

1. Tommy Orange *There, There* Edition: First 2018
2. Alicia Elliott *A Mind Spread Out on the Ground* Edition: First 2020
3. Joy Harjo, ed. *When the Light of the World Was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry* Edition: First 2020

### Supplemental Texts

1. Shawn Wilson (Opaskwayak Cree), *Research is Ceremony*
2. Linda Tuhiwai Smith (Ngāti Awa and Ngāti Porou, Māori), *Decolonizing Methodologies*
3. Thomas King (Cherokee), "‘You’ll Never Believe What Happened’ Is Always a Great Way to Start"
4. Louise Erdrich (Anishinaabe), "Books and Islands," "Two Languages in Mind but just One in Heart"
5. Simon J. Ortiz (Acoma Pueblo), "Towards a National Indian Literature"
6. Simon Pokagon (Potawatomi), *The Red Man’s Rebuke*
7. N. Scott Momaday (Kiowa), "The Becoming of the Native: Man in America before Columbus"
8. Joy Harjo (Mvskoke), ed., "Living Nations, Living Words: A Map of First Peoples Poetry"
9. N. Scott Momaday (Kiowa/Cherokee), *The Way to Rainy Mountain*
10. Zitkala-Sa (Yankton Dakota), "The Widespread Enigma Concerning Blue-Star Woman"
11. Leslie Marmon Silko (Laguna Pueblo), "Yellow Woman"
12. Louise Erdrich, *The Round House*
13. John Rollins Ridge (Cherokee), *The Life and Adventures of Joaquin Murieta, the Celebrated California Bandit (the first California novel)*
14. Sherman Alexie—*The Absolute True Diary of a Part-time Indian*
15. Michael Nicoll Yahgulanaas (Haida), *Red: A Haida Manga*
16. Cherie Dimaline (Métis), *The Marrow Thieves*

### Instructional Materials

1. Jeffrey Palmer (Kiowa), "Origins" (video)



2. "Indian Horse" <https://www.macleans.ca/culture/movies/for-indigenous-people-indian-horse-is-much-more-than-a-movie/>
  3. "Smoke Signals" by Sherman Alexie
  4. "The Rider" <https://www.rollingstone.com/tv-movies/tv-movie-features/wild-horses-how-the-rider-became-the-breakout-movie-of-2018-629297/>
  5. "Reservoir Dogs" (tv show)
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## Student Learning Outcomes

1. 1. contextualize works written by Indigenous peoples who primarily reside in what is now called North America.
  2. 2. understand qualities specific to Native American Literature and relevant historical, political, cultural contexts and critical frameworks that backdrop these narratives.
  3. 3. critically analyze and research ethnic studies concepts rooted in the Native American and Indigenous experience.
  4. 4. develop skills in literary analysis, critical thinking and college writing.
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## Distance Education

### Delivery Methods

- DE synchronous and asynchronous

**Instructor Initiated Contact Hours Per Week:** 3.000

### Contact Types

1. Email Communication (group and/or individual communications)
2. Virtual office hours
3. Discussion Board
4. Chat room

### Adjustments to Assignments

Instructors may employ a variety of online tools to make the necessary adjustments in an ERT/ DE setting for this course.

- Assignments will be submitted primarily through the district Course Management System(CMS).
- Students can submit multiple files types, type in a textbox to submit their assignments, or submit links to their work in the cloud or other web related service such as Google Docs.
- Students can also submit assignments through district email or the messaging service in the district CMS.
- The district CMS contains many tools instructors can use to facilitate different assignment types.
- Instructors may use the assignments tool and / or discussion tool to facilitate student to student interaction.
- Instructors may use the feedback features of the district CMS to facilitate instructor - initiated contact.
- When appropriate, instructors may use group assignments.

Possible tools employed to adjust for ERT / DE course may include, but not limited to:

- District CMS assignments
- Threaded discussion forums
- District Email
- District CMS messaging service
- Announcements in the district CMS
- Feedback of student work through use of Speed Grader or other tools
- Synchronous audio / videoconferencing(Zoom, Cranium Café)
- Interactive mobile technologies
- Chat, text, Twitter
- Telephone
- Virtual offices hours
- Other: None

## Adjustments to Evaluation Tools

- ERT/DE courses allow for multiple evaluation tools with online technology.
- This course will be able to use interactive quizzes which allow for automated assessment performance for certain question types and the use of the mastery gradebook.
- If the assessment requires necessary student authentication, the instructor can employ machine automated proctoring services available through the current district CMS.
- Use of these features (quizzes, discussions, and assignments) provide the necessary tools to evaluate student progress toward the objectives of the course.

## Strategies to Make Course Accessible to Disabled Students

All courses must meet the WCAG 2.0 level AA standards including but not limited to the items listed below:

1. Images, graphs, charts or animation. A text equivalent or alt text is provided for every non-text element, including all types of images and animated objects. This will enable a screen reader to read the text equivalent to a blind student.
2. Multimedia. Equivalent alternatives for any multimedia presentation are synchronized with the presentation. Videos and live audio must be closed captioned. For archived audio, a transcript maybe sufficient.
3. Documents and other learning materials. PDFs, Microsoft Word documents, PowerPoint presentations, Adobe Flash and other content must be as accessible as possible. If it cannot be made accessible, consider using HTML or, if no other option is available, provide an accessible alternative. PDF documents must be properly tagged for accessibility.
4. Timed quizzes/exams. Extended time on quizzes and exams is one of the most common accommodations. Instructions for extending time in Canvas.
5. Outside webpages and links
6. Ensure that all webpages meet 508 standards by testing through Cynthia Says. Follow the Accessibility Guidelines WCAG 2.0 Level AA
7. Ensure links make sense out of context. Every link should make sense if the link text is read by itself. Screen reader users may choose to read only the links on a web page. Certain phrases like "click here" and "more" must be avoided.
8. Applications, software, and outside learning systems. All required outside applications and/or learning systems (e.g MyMathLab, Aleks, etc.) are accessible OR an alternative is provided. Test with WebAIM WAVE toolbar.
9. Avoid text images. Images of text are avoided, OR an alternative is provided. (Examples of images of text are PDFs made from scanned pages, and word art.)
10. Color contrast. Text and background color have sufficient contrast on all documents, PowerPoints, and webpages both inside and outside of the LMS.
11. Text objects. If the shape, color, or styling of any text object conveys information, that information is conveyed in plain text as well.
12. Disability statement. The course syllabus contains the college's suggested Disability Statement as well as current information on the location and contact information for the Learning Assistance Program (LAP).

## Inform Students

Announcements will be made in traditional class meetings and also posted in course syllabus and in Canvas.

## Additional Comments

None

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