

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



MASTER SYLLABUS

ENGL 224 – NATIVE AMERICAN LITERATURES

CIP Code: 230101

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
SPRING 2020**

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:**

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Describe and discuss the cultural diversity of the indigenous peoples of North America.			4 (IK)
b. Demonstrate use of academic writing attributes, including in-text citation and genre identification			1 (W)
c. <i>Explain</i> orally and in writing the underlying socio-political and historical factors that have influenced thematic and structural development of			4 (ER, IKO)

contemporary Native American and First Nations literature;			
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KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

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.

Wagamese, Richard. Indian Horse: A Novel. Milkweed Editions, 2018.

Miscellaneous handouts, online sources, and Southworth Library reserve materials

L. **REFERENCES:**

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

Kimmerer, Robin Wall. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teaching of Plants. Milkweed Editions, 2015.

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.

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.

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 source

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.

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
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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:**