DATE OF LAST REVIEW: 02/2013

CIP CODE: 24.0101

SEMESTER: DEPARTMENTAL SYLLABUS

COURSE NUMBER: ENGL0220

COURSE NAME: American Indian Literature

CREDIT HOURS: 3

INSTRUCTOR: DEPARTMENTAL SYLLABUS

OFFICE LOCATION: DEPARTMENTAL SYLLABUS

OFFICE HOURS: DEPARTMENTAL SYLLABUS

TELEPHONE: DEPARTMENTAL SYLLABUS

EMAIL: DEPARTMENTAL SYLLABUS

KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course surveys the literary traditions—from oral to contemporary literature—from tribes indigenous to the contiguous United States, fostering a familiarity with literary terms particular to understanding native literary elements, while examining American Indian influences on various periods of American literature through the discussion of and the writing of scholarly literary analysis.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:
This course will cover as many of the following areas and tribes (and suggested writers) of the United States as the semester allows:
1. Eastern Woodlands
   --Anashinabe (aka Ojibway/Chippewa), Iroquois, Penobscot, Huron, Mahican/Mohican
   (William Apess, Louise Erdrich, Gerald Vizenor)
2. Southeast
   --Cherokee, Muskogee Creek, Seminole, Choctaw, Chickasaw, Shawnee
   (Linda Hogan, Joy Harjo, Thomas King, Diance Glancy, Carter Revard)
3. Great Plains
   --Oyate (aka Sioux), Cheyenne, Omaha, Kiowa, Pawnee, Osage, Ponca
   (Charles Eastman, Luther Standing Bear, Zitkala-Sa, N. Scott Momaday, Louis Owens, Ray Young Bear)
4. Southwest
   --Laguna Pueblo, Navajo, Hopi, Zuni, Yakima, Apache, Piaute/Utes
   (Wendy Rose, Paula Gunn Allen, Leslie Marmon Silko, Simon Ortiz, Luci Tapahonso)
5. Northwest Coast & Far North
   --Spokane, Haida, Chinook, Gros-Ventre, Nez Perce, Salishan, Athapascan
   (Mourning Dove, D'Arcy McNickle, Sherman Alexie, James Welch, Roberta Hill Whiteman)

This course will discuss the following topics, whenever possible, for each selected Indian nation:
A. History
   1. Myths
   2. Legends
   3. Western historical accounts
   4. the Role of Anthropology
B. Cultural Perspectives
   1. Social
      a. Gender Roles
      b. Links between Customs (such as Avoidance) and Legend, Myth, and Storytelling
      c. Family
      d. Leadership
   2. Economic
      a. Nonmaterialistic?
      b. Sedentary vs. Nomadic
      c. Friends & Foes
      d. The Influences on Traditions from Trading and Contact
   3. Religion & Art
      a. Oratory
         i. Dance, Song, and Chant
         ii. Storytelling (and Verbal Eloquence)
As Art and Entertainment
As Religion/Magic
As Teaching Tool
As Social Validation
As Shaper of Culture

b. Cultural Symbols
  • Secular
  • Religious
c. Shamanism/Medical Practices/Witchcraft
d. Tricksters & Other Legendary Figures
e. Explicatory Tales (How…happened)
f. War Tales

C. Modern Literature
  1. The Melding of Indian Literary Traditions and Contemporaneous NonIndian Ones
     a. Literary Conventions & Forms
        i. Polyvocality
        ii. Indirection (Avoidance)
        iii. Corroboration/Validation
        iv. Trifold Use of Symbols
        v. Tricksters & Heroes
        vi. Traditional Tale Adaptations
        vii. Vocalizations ("so they say…")
  2. The Amanuensis Factor and Anthropology's Affects
  3. Preservation versus Adaptation
  4. The Importance of Black Elk Speaks
  5. Indians Writing in Native Tongues

D. Contemporary Literature
  1. The Native American Renaissance
  2. Utilizing Indian Literary Traditions
  3. Genre writing (ie. Vampire Novels)

EXPECTED LEARNER OUTCOMES:
A. To recognize and define aspects of American Indian cultures and literatures
B. To acquaint students with American literary periods so that they recognize Indian contributions to the canon of American literature as a whole
C. To strengthen effective literary criticism and persuasive writing and speaking skills
D. To develop critical thinking concerning textual style and content, affected by cultural and historical influences

COURSE COMPETENCIES:
The learner will be able to recognize and define aspects of American Indian cultures and literatures
1. Demonstrate geographical knowledge of general and specific pre-contact Indian tribes
2. List primary cultural aspects, such as social practices and religious beliefs, of general regional Indian groups
3. Define aspects of particular and general Indian literary elements evident in oral and literary traditions
4. Identify cultural and literary elements from general and specific Indian cultures in modern and contemporary Indian literatures
5. Demonstrate the interstitial connections between Indian and Western literary elements in modern and contemporary Indian literatures
6. Identify cultural differences between specific tribal legends and oral tradition
7. Connect historical and cultural phenomenon among specific Indian tribes
8. Specify the general literary periods in general American literature
9. Identify the general literary developments—from oral traditions to contemporary literature—in general American Indian literature
10. Recognize similarities and differences between Western and American Indian literary developments
11. Describe parallel literary periods for general American and American Indian literary movements
12. Explain how contemporary Indian writers have influenced contemporary American writers in general
13. Identify and define literary elements
14. Identify and define Indian symbols and traditional literary elements
15. Determine how Indian literary elements add meaning to modern and contemporary literature
16. Choose a central thesis regarding the reading of the text(s)
17. Select secondary criticism which will support an arguable point of view
18. Determine which points of view best support a central thesis regarding the reading of the text(s)
19. Anticipate and counterargue secondary criticism which refutes the arguable point of view
20. Organize ideas around a strong central thesis in a formal literary analysis
21. Provide logical reasoning and evidence from the text(s) and secondary sources to support a central thesis and each subpoint with identifiable transitional ideas
22. Write clear and enticing prose to create and sustain reader interest
23. Speak clearly and actively to create and maintain audience interest
24. Identify multiple points of view, given specific cultural and historical contexts, regarding how cultural and historical influences a text or texts can be read
25. Analyze how each possible cultural and historical point of view determines the connotations of the text(s)

**ASSESSMENT OF LEARNER OBJECTIVES:**
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in
evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.