



LIT-240: AMERICAN INDIAN LITERATURE (FORMERLY ENGL-240)

Also listed as: ETHS-240 / ETHS-240H / LIT-240H

Effective Term

Fall 2022

BOT Approval Date

11/10/2021

Discipline

LIT - Literature

Course Number

240

Course Title

American Indian Literature (formerly ENGL-240)

Short Title

American Indian Lit

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online



Does the DE also apply to the Honors section?

No

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ETHS-240

C-ID (Admin Only)

CB 00

CCC000628403

Course Title

American Indian Literature

Honors / Non-honors

ETHS-240H



C-ID (Admin Only)

CB 00

CCC000628404

Course Title

Honors American Indian Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area

C-ID (Admin Only)

CB 00

CCC000600829

Course Title

Honors American Indian Literature (formerly ENGL-240H)

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area

Catalog Description

This course surveys the variety of writings that constitute American Indian literature. Discussion, lectures, and presentations will cover the significance of the cultural context of various societies as well as the way American Indian literature and our perceptions have changed as a result of historical, political, and literary movements. This course examines American Indian poetry, fiction, essays, and theories through the lens of critical ethnic studies and anti-racist issues, practices, and movements as both expressions and interrogations of Indian and tribal identity and culture and as strategies for survival in both the past and present within the larger American context.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

16.1001 - American Indian/Native American Languages, Literatures, and Linguistics.

Repeatability Code

No



Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

AA/AS F - Ethnic Studies

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

AREA-6

Learning Objectives

Learning Objectives

Learning Objective

1. Assess literary genres, archetypes, devices, key tropes, and concepts found in American Indian literature that express and interrogate Indian and tribal identity and culture as strategies for survival within the larger American context
2. Analyze American Indian literature through the lens of critical ethnic studies and other relevant literary, gender, and intersectional theories
3. Examine issues facing American Indian peoples with respect to race, equity, sovereignty, decolonization, self-determination, eurocentrism, settler colonialism, and anti-racism
4. Examine historic, cultural, social, religious, aesthetic, and political contexts that impact literary texts as they relate to struggle, resistance, racial and social justice, solidarity, and liberation as experienced by American Indians, including current and structural issues such as communal, national, and transnational politics
5. Evaluate the dynamic notion of American Indian literature and culture: how individuals and specific tribal cultures struggle to define themselves against values of the dominant culture and how authors position and identify themselves through their own tribal traditions, histories, and beliefs to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of American Indians
6. Analyze the intersection of race and racism as it relates to class, gender, sexuality, religion, spirituality, national origin, tribal citizenship, sovereignty, ability, language, and/or age and its impact various texts
7. Analyze the structure of assigned texts for cultural, historical, and social relevance and recognize its contribution to or exclusion from the literary canon, including how they work as counter narratives
8. Compare individual works of American Indian literature, considering how the works deal with similar as well as different themes, characters, ideas, and structures with an emphasis on the lived experience of American Indians
9. Assess the complexity of language choice in addressing different audience and in comparing the way oral traditions get translated into literary forms in American Indian literature
10. Conduct research using proper MLA documentation with regard to American Indian historical events and cultural rituals, traditions, folklore, and practices to better understand the contexts of specific texts.
11. Compose a critical analysis that presents students' interpretation of a single or multiple American Indian texts and that depends on a strong thesis, a focus point, a convincing argument, and evidence from primary texts and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text.

Honors Objectives

1. Demonstrate creativity and originality by more clearly articulating how literary interpretation is linked to critical thinking and to the understanding of human interactions and behaviors—both on a personal and on a public (including societal and cultural) level.
2. Analyze literary texts with originality by performing close, nuanced, critical readings of American Indian literary texts and synthesizing primary and secondary text materials with their own ideas in order to construct intelligent, inspired, and fresh interpretations that do not rely on previous and widely expressed critical interpretations of primary works.
3. Produce an analysis of a literary work, with a strong thesis as a focal point, a convincing argument, and evidence from the text in the way of examples, quotations, summaries, paraphrases of passages, and an explication of the language to support the thesis.

Students' interpretations should, above all, be original and should not rely on secondary sources to further an already widely-held critical perspective.

4. Apply MLA documentation guidelines and learn to smoothly integrate quotations from both primary and secondary texts with their own thoughts and words.
5. Assess published criticism and/or cultural and historical background to understand the critical perspectives previously expressed in relation to a literary text.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Analyze American Indian literature through the lens of critical ethnic studies to consider how individuals and specific tribal cultures struggle to define themselves against values of the dominant culture
2. Analyze American Indian literature within its cultural, social, religious, political, and historical contexts
3. Compare different American Indian texts on a similar theme or conflict significant to American Indian literature
4. Assess the complexity of language choice and how that reflects audience, purpose, tribalography, and "survivance"
5. Compose a critical analysis that depends on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources using the most recent MLA format and documentation guidelines for support though examples, quotations and an explication of the language of the primary text
6. Abstract meaning from one tribal culture experience or one literary text and apply it to the experiences of another tribal culture or another literary text.

Program Learning Outcomes

Learning Outcome

1. Analyze a variety of literary genres in their social, cultural and historical context.
2. Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well-reasoned arguments.
3. Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.
4. Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.
5. Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.
6. Present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.
7. Recognize writing as a process of developing, drafting, revising, and editing.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

Given the wide and diverse nature of the subject matter of the course, the theories, authors, and works listed below represent only one of many possible approaches to the topics covered in the course. Instructors may use separate texts of American Indian literature or an American Indian Literature Anthology to vary the emphasis in the course based on their own preferred theme and interests.

- I. Critical consideration of identity and terminology
 - A. American Indian
 - B. Native American
 - C. Indigenous
 - D. Stereotypes and deconstruction of them (noble savage, vanishing Indian, violent savage)
- II. Relevant theories and Literary Criticisms
 - A. Critical Race Theory
 - B. Gender/Queer Theory
 - C. Ethnic Studies and Post-Colonial Criticism
 - D. Cultural Studies
 - E. Intersectionality
 - F. Indigenous Literary theories, which may include
 1. Gerald Vizenor (Chippewa) "survivance"
 2. LeAnne Howe (Choctaw) "tribalography"
 3. William Bevis "homing in"
 4. Louis Owens (Choctaw-Cherokee) "territory" vs "frontier"
- III. Significant social, political, or historical contexts such as
 - A. Dawes Allotment/Severalty Act
 1. D'Arcy McNickle (Cree/Salish) - *The Surrounded* (1936)
 - B. Residential/Boarding Schools
 1. Michelle Good (Cree) *Five Little Indians* (2020)
 2. Zitkala-Sa (Sioux) "The School Days of an Indian Girl"
 3. Esther G. Belin (Navajo) "Euro-American Womanhood Ceremony"
 4. Alicia Elliott (Tuscarora) "Unearth"
 5. *In the White Man's Image*
 - C. Conversion/Christian influence
 1. John Okison (Cherokee) "The Problem of Old Harjo"
 - D. Federal relocation policy
 1. N. Scott Momaday (Kiowa Cherokee) *House Made of Dawn*
 - E. Impact of diseases and westward expansion on American Indian culture
 1. Louise Erdrich (Anishinabe/Ojibwe) *Tracks* (1989)
 - F. American Indian Movement
 - G. Indian Child Welfare Act
 1. Patricia Riley (Cherokee) "Adventures of an Indian Princess"
 - H. Violence Against Women Act
- IV. Issues Facing American Indian People such as
 - A. Reservations Indians vs Urban Indians
 1. Tommy Orange (Cheyenne/Arapaho) *There There* (2018)
 - B. Alcoholism and other addictions
 - C. Appropriation of Native culture
 1. Chrystos (Menominee) "Today Was a Bad Day Like TB"
 - D. Long-term effects of colonialism and ongoing colonization
 - E. Native sovereignty and political rights
 - F. Strategies for survival within larger American context

- 1. Linda Hogan (Cherokee) *Mean Spirit*
- G. Indian Justice and injustice
 - 1. Leslie Marmon Silko (Laguna Pueblo) "Tony's Story"
- H. Violence against women and other hate crimes
 - 1. Louise Erdrich (Anishinabe/Ojibwe) *The Round House* (2012)
- I. Impact of Indian Gaming
 - 1. Harvest Moon Eyes (Cherokee) "The Day the Crows Stopped Talking"
 - 2. Louise Erdrich (Anishinab/Ojibwe) *Bingo Palace*
- J. Decolonization of diet, food, language
- K. Health issues (diabetes, heart disease, COVID)
- L. Water rights and tribal land encroachment
- V. Literary Genres, Archetypes, and Devices
 - A. Mixed blood trope and liminality; texts such as
 - 1. Robert J. Conley (Cherokee) "Self-Portrait: Microcosm, Or, Song of Mixed Blood"
 - B. War veteran and liminality; texts such as
 - 1. N. Scott Momaday (Kiowa/Cherokee)- *House Made of Dawn* (1968)
 - C. Urban Indian; texts such as
 - 1. Tommy Orange (Cheyenne/Arapaho) *There There* (2018)
 - D. Indian Humor; texts such as
 - 1. Thomas King (Cherokee) *Green Grass, Running Water*
 - E. Cross-coded texts
 - F. How Native writers imagine identity, self, place, nature and nation; texts such as
 - 1. Leslie Marmon Silko (Laguna Pueblo) "Lullaby"
 - G. Trickster characters
 - H. Ceremony and celebration; texts such as
 - 1. Leslie Marmon Silko (Laguna Pueblo)- *Ceremony*
 - 2. Elizabeth Woody (Cherokee) "HomeCooking"
 - I. Deconstructing and decolonizing the western tradition; texts such as
 - 1. Thomas King (Cherokee)- *Green Grass, Running Water* (1993)
 - 2. Paula Gunn Allen (Laguna-Sioux) "Pocahontas to Her English Husband John Rolfe"
 - J. Indigenous conceptions of and relations to land; texts such as
 - 1. Linda Hogan (Chickasaw) - *Mean Spirit* (1990)
 - 2. Maurice Kenny (Mohawk) "Corn Planter"
 - K. LGBTQ and two spirits; texts such as
 - 1. Craig Womack (Creek Cherokee) *Drowning in Fire*
 - L. Celebrating Resistance; texts such as
 - 1. Esther G. Belin (Navajo) "Ruby's Answer"
 - 2. Janice Gould (Konkow/Maidu) "We Exist"
 - M. Counterstorytelling; texts such as
 - 1. Betty Louise Bell (Cherokee) - *Faces in the Moon* (1994)
 - 2. Jeannette C. Armstrong (Okanagan) "History Lesson"
 - N. Oral traditions and Creation stories which may include
 - 1. Various creation stories, myths, and trickster stories
 - O. Early American Indian Literature consideration of audience; texts such as
 - 1. Pauline Johnson (Mohawk) "A Red Girl's Reasoning"
 - P. Representation in film and mainstream culture and popular culture

Honors Content

The topics to be covered in the honors component of the course are identical to those in LIT/ETHS 240. In addition, Honors students will examine readings chosen by the instructor or in consultation with the instructor to expose the students to a more

sophisticated and theoretical understanding of the influences of culture and history with respect to American Indian literature, including perspectives of American Indian readers as well as those from outside the culture.

Compared to the analysis done in the assignments in the regular class, Honors students will be expected to examine topics and texts in greater detail and length, with more originality, and with greater written facility and corrections.

Students will examine literary criticism and discuss how literary theories as well as historical and cultural research and contexts can enhance literary analysis.

Instructors will supply additional instructions in literary research methods, including instruction on how to conduct more advanced research; smoothly integrate with their own ideas the quotations, paraphrases, and summaries they glean from primary and secondary sources; and cite sources properly using MLA guidelines or those of another accepted documentation style.

For example, students as a group might read a novel such as Linda Hogan's *Mean Spirit* and discuss the historical murders of the Osage in Oklahoma during the early 1900s as well as how Hogan's novel deals with topics such as the religion and spirituality, politics of place, caretaking with respect to nature, the politics of the border, rhetoric of indigenism, or alter-ideology.

Other theoretical concepts that the students might explore depending on the novel assigned include Catherine Rainwater's "counting coup" theories, Gerald Vizenor's notion of survivance, Louis Owens' territory versus frontier, or James Ruppert's mediation, among others, or they might examine Critical Race Theory or criticism related to gender or sexuality. Specific cultural, religious, and historical contextual information of the indigenous cultures discussed in the assigned text will also be studied and researched.

Methods of Instruction

Method

Discussion

Integration

Discussion to build on American Indian literature, Indigenous history and culture materials read as well as ethnic and literary theories presented in lecture so that students can apply concepts of American Indian culture, history, and literary style in their analysis of specific American Indian texts.

DE Adaptations for MOI

Through asynchronous discussion boards or synchronous meetings or break outs in CMS, students can individually, in small groups, or as a whole class apply the concepts related to American Indian literature and specific texts. Any synchronous meetings will be recorded and made available to all students through announcements or uploading in CMS

Method

Film/video Viewing and Discussion

Integration

Videos/films/audios related to American Indian history, culture, and oral tradition followed by instructor-guided interpretation, analysis, and comparison to assist students in understanding the impact of concepts such as race and racism, eurocentrism, self-determination, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism

DE Adaptations for MOI

Accessible videos/films/audios related to American Indian history, culture, and oral tradition followed by instructor-guided interpretation, analysis, and comparison. Students will watch videos either through CMS or through accessible external links (such as Kanopy), and discussion of the films will occur through Discussion Boards or small group discussions through CMS.

Method

In-class Exercises

Integration

In-class written responses to allow students to interpret the literature they have read, considering how the texts represent the struggle, resistance, racial and social justice, and solidarity of American Indians

DE Adaptations for MOI

In lieu of the written responses being done in-class, students will upload written responses interpreting American Indian literature through the CMS.

Method

Lecture

Integration

Lecture to highlight the historical and cultural context of the writing and to explain aspects of American Indian literary tradition, values and beliefs in addition to contextualizing American Indian literature within an ethnic studies and specifically American Indian studies context as well as the aesthetic contributions of American Indian authors

DE Adaptations for MOI

Accessible lecture information will be uploaded to the CMS using presentation slides or Studio or through other CMS tools

Method

Activity

Integration

Reading response analysis activities to allow students to engage with details of literary texts, analyzing passages for their aesthetic contributions as well as the way they incorporate genres, archetypes, devices, and tropes of American Indian literature; highlight significant issues facing American Indians or represent the impact of significant social, political, or historical contexts dealing with race, self-determination, eurocentrism, settler colonialism, and other Indigenous and critical ethnic theories

DE Adaptations for MOI

Reading response activities will be uploaded to the CMS and then feedback will be provided individually through the grading program and to the class as a whole via announcements to clarify concepts and demonstrate insightful student answers to enhance understanding of the texts and the expressions and interrogations of Indian and tribal identity and culture as strategies for survival in the larger American context

Method

Projects

Integration

Presentations in which students individually or in groups present (i) information about historical context, (ii) information about cultural beliefs, rituals or traditions presented in literary texts, or (iii) information about particular tribes and their customs, rituals, beliefs and traditions.

DE Adaptations for MOI

Students will present their ideas via the CMS using discussion boards or pre-recorded videos that they upload to the CMS. Students might also present ideas through infographics or CMS pages. Feedback will be given to students individually through CMS grading tools, to groups through CMS grading tools, and/or to class as a whole through the CMS announcements or course pages

Additional Methods of Instruction for Honors

Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films by American Indians to gain a deeper understanding of the historical, cultural, and literary concepts and theories introduced in the regular course. These discussions can also introduce students to how to conduct literary analysis through the MSJC databases and how to integrate research into their own original analysis. The small group discussions may also be used to discuss students' progress on their projects, to share struggles and successes with analysis and research, or to do peer editing of drafts. Small group discussions will occur at least three times a semester.

Individual meetings with the instructor will enable students to discuss their interpretations of the literature they are reading within its historical and cultural context and to discuss possible avenues for extended research or for further reading.

Honors students may be asked to present their findings from their honors projects (reading and research) to their peers or to the larger class in order to facilitate the development of their presentation and communication skills and to encourage participation in the Honors conference.

Methods of Evaluation

Method

Class Participation

Integration

Students' contribution to class discussions that demonstrates knowledge of American Indian texts assigned as well as an understanding of the historical, political, tribal, and literary contexts of individual texts with an emphasis on the lived experiences and social struggles of American Indians both past and present found in the texts subject; sensitivity to American Indian culture and an understanding of concepts of eurocentrism, racism, self-determination, and settler colonialism and their impact on American Indian identity and literature must be demonstrated

DE Adaptations for MOE

Students will participate in discussion boards or in small groups through the CMS. Feedback will be provided to individuals, to groups as a whole through discussion board feedback or through feedback given in the grading program. Feedback may be provided to the class as a whole through CMS announcements or course pages.

Method

Class Performance

Integration

In-Class writings and reading quizzes that ascertain students' comprehension of the texts assigned as well as their relation to the historical, cultural and literary context and other texts studied. The in-class writings provide an opportunity to generate ideas for class discussions and essay assignments; factually-based reading quizzes usually consist of questions designed to test each student's knowledge of major details from the reading assigned for the day.

DE Adaptations for MOE

In the online format, discussions about writing activities or quizzes will take place through whole-class or small group discussion boards in the CMS. Feedback will be provided to individuals, to groups as a whole through discussion board feedback or through feedback given in the grading program. Feedback may be provided to the class as a whole through CMS announcements or course pages.

Method

Exams/Tests

Integration

Exams, tests, and quizzes that demonstrate analysis of texts and ability to articulate concepts such as racism, eurocentrism, self-determination, decolonization, sovereignty, settler colonialism, and anti-racism in addition to literary theories and concepts

DE Adaptations for MOE

Exams will be conducted through the CMS, and students will be given feedback through the grading comments as well as providing feedback for the class as a whole through CMS announcements or course pages for concepts on which students as a whole need more clarification

Method

Homework

Integration

Reading responses or other homework activities that allow students to practice analysis of texts particularly as American Indian literature, synthesizing cultural and historical contexts or comparing other texts with similar contexts or themes; analysis should consider how American Indian literature expresses and interrogates Indian and tribal identity and culture as strategies for survival within the larger American context

DE Adaptations for MOE

Students will upload reading responses or similar activities to allow them to engage individually in analyzing the texts as American Indian Literature. They could also do this work through the CMS discussion boards (either as video or document uploads or responses). Feedback will be provided to individuals, to groups as a whole through discussion board feedback or through feedback given in the grading program. Feedback may be provided to the class as a whole through CMS announcements or course pages.

Method

Papers

Integration

Written analyses of the literature that depend on a strong thesis as a focal point, a convincing argument, and evidence from primary text(s) and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary text(s). Paper(s) should accurately and sensitively present information about American Indian culture, history and literature and demonstrate an understanding of the ideas presented in the course particularly with respect to anti-racist and anti-colonial issues as well as the way authors position and identify themselves and their tribal cultures in the literary texts

DE Adaptations for MOE

Students will upload papers to the CMS and feedback will be provided through grading tools or feedback tools or uploaded rubric through CMS.

Method

Research Projects

Integration

Research projects/presentations about American Indian cultural and historical background or discussing significant issues affecting American Indians which accurately and sensitively present information about American Indian culture and history and which demonstrate an ability to assess the information with respect to American Indian culture and history within an anti-racist and anti-colonial framework. Students' ability to research and document sources properly will also be evaluated.

DE Adaptations for MOE

Research projects/presentations may be done in groups with students being placed into groups using the CMS group feature and will be able to work in discussion boards or in shared group documents or CMS pages to develop a group presentation to present to the class as a whole through Discussion Boards. Presentations may be done as video uploads or infographics. Other class members may be asked to respond to the information in the presentations to connect them to the literature that they provide historical or cultural background for. Students will be given feedback through the grading comments as well as providing feedback for the class as a whole in the CMS through announcements or course pages. If done in smaller groups, feedback will also be given via the group discussion board.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments.

The honors paper will be assessed according to standards set for written work for LIT/ETHS 240 students; in keeping with these standards, instructors will assess the essay's content, organization and development, facility with language, and mechanics as well as the depth of analysis and insight, the use and appropriateness of outside sources, and the effectiveness of communication, displayed through diction and syntax. Essays should reflect a cultural understanding.

If assigned, the presentation will be assessed for students' ability to understand and communicate clearly the thesis of the article read as well as the ability to summarize and paraphrase effectively without plagiarizing.

Assignments**Assignment Type**

Writing



In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Sample In-Class Writing Prompt: Throughout the semester, we have been discussing the notion of “homing in” as described by William Bevis. Consider how Betty Louise Bell’s novel *Faces in the Moon* due to its intersectionality both follows Bevis’ paradigm as well as deviates from it.

How assignment will be adapted in online format

In lieu of completing this during class, students might be asked to upload the response to such a question as an assignment or as a timed quiz through the CMS tools. Feedback will be given through the CMS

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Sample Discussion Board or Reading Quiz Questions: In *The Surrounded*, who is Quigley and what is significant about his treatment of Archilde (consider, for example, what trope he fits)? In Sherman Alexie’s story “Indian Education,” name three specific things that happened to the narrator in the process of his growing up and what that reflects about the impact of eurocentric educational practices on Indigenous people

How assignment will be adapted in online format

If this is a quiz, it could be done through the CMS; if this is a Discussion Board, it would be done through the CMS either in a whole class or small group DB. Feedback will be given through the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Find four passages in Tommy Orange’s novel *There There* and analyze them to demonstrate what they suggest about any or all of the following: Cheyenne tribalography, significant issues impacting what Orange calls “present day” or urban Indians, historical or cultural contexts, and/or form of the novel

How assignment will be adapted in online format

This assignment would be uploaded as an assignment in the CMS. Feedback will be given individually through the grading tool in the CMS; in addition, announcements related to concepts whole class is discussing will be provided, and sample student examples will be uploaded to course pages (anonymously) so students can have a better understanding of how to develop their analysis skills for the paper and exams.



Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Sample Examination Question: Many of the poems and stories assigned depict the life of contemporary American Indians. Dealing with specifics from 3-5 poems AND 2-3 stories, characterize contemporary American Indian life: what conflicts do contemporary American Indians face? how do they deal with them? what does this suggest about the current state of affairs (i.e., are contemporary American Indians in a different position than their ancestors were—why or why not)?

How assignment will be adapted in online format

This assignment would be given as a quiz question through the CMS quizzes tool. Feedback will be given individually through the grading tool in the CMS; in addition, announcements related to concepts whole class is discussing will be provided.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Sample Paper Topic: Write an analytical argument which considers the effect on individuals and the Indian community of sending children to boarding schools as seen in McNickle's *The Surrounded*. Consider Archilde's feelings upon returning home as well as what happens to his nephews, among other things. Incorporate concepts related to eurocentrism, self-determination, settler colonialism, or other critical ethnic studies concepts.

How assignment will be adapted in online format

This assignment would be uploaded through the CMS as an assignment. Feedback will be given through the CMS grading tools and through a rubric provided; feedback will also be given to the class as a whole through an announcement.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Sample research paper topic: Research the Anishinabe trickster figure Nanabozho. What characterizes this figure? Why is he important to the Anishinabe culture? How does he represent resistance and self-determinism? What is the impact of Erdrich naming one of the protagonists of *Tracks* after this figure?

How assignment will be adapted in online format

This assignment would be uploaded through the CMS as an assignment or it might get posted as a thread in the Discussion Board with the rest of the class addressing the question that applies the research to the novel (the last question above). Feedback about the research paper will be given through the CMS grading tools and through a rubric provided; feedback will also be given to the class as a whole through an announcement.

Honors Assignments**Assignment**

Students will complete the same assignments as students in the regular section. In addition, in order to receive honors credit, each student will complete ONE of the following essay options (numbered 1-4 below). The following Honors paper assignments should include at least four secondary sources that the student uses not to further a previously acknowledged and unaltered view of the text but, instead, to supply evidence in support of the student's view and/or to furnish and oppose another perspective. Secondary sources may be literary criticism, historical or cultural research, or a combination. Students must first submit a draft paper that does not utilize outside sources before incorporating research into their own argument.

1. Write an additional original and well-developed research paper (at least eight pages, in addition to a Works Cited page), developing an original, analytical, persuasive argument based on a topic of interest that is not assigned to the class as a whole. For instance, a student may write an argument essay that analyzes how a particular novel represents the tribalography of the culture depicted (such as how Louis Owens' novel *The Sharpest Sight* reflects Choctaw culture) or may look at how a novel articulates a significant issue for the American Indian culture such as the impact of sovereignty and legal issues related to tribal space in Louise Erdrich's *The Round House*.
2. Expand upon the required paper by adding eight additional pages, smoothly integrating information from four additional secondary sources, not to reiterate established critical views but to argue for a new interpretation based on textual evidence, perhaps in opposition to another scholar's critical perspective or to envision the text through a historical, psychological, sociological, anthropological, political, feminist, linguistic, or other perspective.
3. With approval from the instructor, students will write an additional paper of at least eight pages on a more focused subject, such as considering the way trickster characters are represented in several texts or writing a critical response in which they would read a critical book on American Indian literature, such as Kathleen Donovan's *Feminist Readings of Native American Literature* and then consider whether the author's views apply to the texts studied in class. Students who choose this option must incorporate literature in some way.
4. Students can write a shorter paper of at least 4 pages that incorporates at least four scholarly research on a topic related to a literary text discussed by the class or read individually by the student or group of Honors students. In addition to the paper, students will present to the regular class the student's original argument about the text and how the research has informed that perspective. The student will act as a "guest lecturer" for the class, presenting the ideas either in person or through a video.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Inclusivity

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

This additional research paper based on an additional reading assignment will provide the Honors student an opportunity to explore the concepts of racism, decolonization, settler colonialism, and other critical race theory concepts in a text not studied by the class as a whole. The student will thus be applying concepts learned to an additional reading assignment. The research will allow the Honors student to explore in more depth and with more scholarly research historical and cultural contexts as well as perhaps topics related to intersections of race, class, gender, and sexuality.

Justify how the assignment reflects the Inclusivity Core Value

Because of the course emphasis on marginalized people and a selected text that will highlight the lived experiences and social struggles of American Indians, this course also fits the inclusivity core value.



Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The paper and/or presentation should reflect an original analytic approach to the novel or literary text, demonstrating innovation and risk taking.

Assignment

Students may read a scholarly, critical article based on one of the novels the class is reading. On the day of class discussion of the novel, the honors student assigned will briefly explain to the class the thesis of the article to jump start class discussion of the novel. These are meant to be informal presentations, of approximately 5-10 minutes; students will also be asked to submit a 2-3 page paper summarizing the author's key ideas in the article due on the day of the presentation.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research
Leadership

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will be reading a piece of literary criticism or scholarship that is more advanced than what the general student will be reading. They will be expected to articulate the major points of the article for their peers

Justify how the assignment reflects the Leadership Core Value

Honors students will lead the class in a discussion of the article ideas and how they apply to the novel or other literary text the class as a whole is reading

Course Materials**Textbooks**

Daniel Heath Justice (2018) Why Indigenous Literature Matter ISBN 978-1771121767
N. Scott Momaday (1989). House Made of Dawn Harper & Row . ISBN: 0-06-091633-8 [classic; first Pulitzer-prize winning novel by an American Indian]
LeAnne Howe, et al (2020) When the Light of the World Was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry
Orange, Tommy (2018). There, There Knopf. ISBN: 0525520376
Michelle Good (2022) Five Little Indians: A Novel ISBN: 978-1443459204

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Although this course already had a focus of culture and race, it was revised to incorporate the CSU area F core competencies more explicitly, changing the emphasis from the pieces of literature to the concepts being taught through the literature. In addition, information about the intersectionality of gender and sexuality was more explicitly incorporated into the content as were concepts related to the ethnic studies core competencies such as settler colonialism, eurocentrism, race and social justice, and self-determinism.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Because this course is being proposed for CSU area F, which means there may be more non-literature major students in the course, more scaffolding and small stakes assignments were included to help students with less experience in analyzing literature to become

comfortable with those skills. The change in emphasis from a historical organization of the course to a concept- and theme-based course is also intended to assist diverse learners in exploring and engaging with this important ethnic content. Formative and summative assignments have been included with an emphasis on scaffolding the skills to enable students who do not enter the class with a strong sense of literary analysis to gain confidence in their ability to read and engage with American Indian literature.

Interactions

Explain how the course will incorporate student-to-student interaction.

In both online and face-to-face sections, students will collaborate on discussion boards and in break-out rooms or small groups (online or in-person) to discuss the literature assigned and consider alternate views of the readings. Students will individually or in small groups present researched background information on the text (information about specific cultural practices like the Sun Dance or historical context related to boarding schools or urban Indians or research relevant to violence against Indigenous women) to help students draw connections between the researched ideas and the literary texts to help them gain insight into the lived experiences of American Indians.

Explain how the course will incorporate instructor-to-student interaction.

Either in person or using the CMS tools such as discussion boards, breakout rooms, and video-conferencing software, the instructor will present information to the students to assist them in understanding the historical, social, political, and cultural context and to understand the complexity of language choice in addressing different audiences and in incorporating oral traditions into the written text. Instructors will provide feedback to individual students or the class as a whole to assist students in examining the literature through the lens of critical ethnic studies and other literary theories to make connections between individual texts and the issues facing American Indians.

Explain how the course will incorporate student-to-content interaction.

In addition to reading American Indian literature (essays, novels, poems, films), students will also watch accessible and ADA compliant materials to assist them in understanding the historical, political, and cultural contexts of the literature. Written materials, PowerPoint presentations, YouTube videos, podcasts and student-created or curated information related to those contexts will enable students to analyze and articulate concepts such as race and racism, ethnicity, equity, eurocentrism, self-determination, decolonization, settler colonialism, and anti-racism so that students can gain insight into the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of American Indian literature while also gaining insight into the aesthetic and artistic contributions of American Indian writers and filmmakers.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes critical analysis of literary texts and complicated concepts related to critical ethnic studies, recognizing that students will enter the class with varying degrees of comfort with analysis and knowledge of Indigenous people, practices, and social struggles. Through readings, lectures, activities, and discussions, students will be encouraged to consider how literature can be a vehicle for analyzing sociohistorical context and can provide insight into the struggles, resistance, racial and social justice, solidarity, and liberation of American Indians that are relevant to current and structural issues that come from settler colonialism, eurocentrism, and systemic racism. Students will reflect on their previous knowledge of or experience of these cultural concerns as well as improve their understanding of and foster a desire for engagement with anti-racist and anti-colonial practices.