

ENGL-224: SURVEY OF NATIVE AMERICAN LITERATURE

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

224

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Survey of Native American Literature

Short Title

Survey of Native Amer Lit

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

This course examines the unique literary contributions of Native American writers. Emphasis is placed on the living experience as expressed through Native works of nonfiction, fiction, poetry, and film, from pre-contact civilization to present day tribal cultures.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Upon entry into ENGL 224, the student should be able to:

1. Demonstrate an understanding of all parts of the composing process.
2. Demonstrate an understanding of and proficiency in applying the principles of exposition and argument: focus and limitation of subject, thesis, and support of thesis by example or argumentation; use of specifics to support generalizations; organization of ideas; consistency, awareness of audience, and appropriateness of tone and style.
3. Demonstrate the ability to plan, organize, and write in-class essays.
4. Demonstrate research skills; e.g., computer assisted search and use of current MLA manuscript and citation format.
5. Demonstrate an ability to identify main idea, extrapolate the writer's rhetorical and stylistic strategies, and generate and justify an opinion about reading.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

120B

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Upon entry into ENGL 224, the student should be able to:

1. Demonstrate an understanding of all parts of the composing process.
2. Demonstrate an understanding of and proficiency in applying the principles of exposition and argument: focus and limitation of subject, thesis, and support of thesis by example or argumentation; use of specifics to support generalizations; organization of ideas; consistency, awareness of audience, and appropriateness of tone and style.
3. Demonstrate the ability to plan, organize, and write in-class essays.
4. Demonstrate research skills; e.g., computer assisted search and use of current MLA manuscript and citation format.

5. Demonstrate an ability to identify main idea, extrapolate the writer's rhetorical and stylistic strategies, and generate and justify an opinion about reading.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate through explication, interpretation, and/or analysis an understanding of literary texts by Native American authors.
2.	Demonstrate an understanding of the dominant themes as well as the social and artistic Native American contexts influencing the production of literary works.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Identify significant literary, social, historical, cultural, and religious issues in the development of pre-contact native American literatures.
2.	Differentiate between major tribal cultures, groups, practices, and traditions in the analysis of post-contact autobiographical narratives, stories, other genres.
3.	Analyze literary responses to the history of U.S. policies directed toward Native American peoples, in particular colonialist efforts to control, contain or assimilate indigenous peoples, as well as contemporary neo-colonial relationships with sovereign tribal groups.
4.	Distinguish between the differing characteristics and contributions of oral and written traditions and their influence upon contemporary Native American literary productions.
5.	Compare fundamental elements of Native American writing to traditional Anglo-American and European literary genres.

6. Discuss issues of gender, race, class, sexual identity, gender identity, and religion, and their impact on Native American communities and literatures.
7. Recognize and apply literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

Course Content

Texts should include a broad range of writers from each era.

1. Pre-contact indigenous American civilizations and literary productions
 - a. Major tribal groups and linguistic regions
 - b. The Oral Tradition as sustaining, enriching, and healing culture
 - c. Creation myths and religious beliefs
 - d. Sacred realism
 - e. Traditional songs, stories and dances, such as but not limited to The Sun dance and The Snake dance
 - f. The Trickster
2. Post-contact autobiographical narratives
 - a. Early accounts of first contact with European civilizations
 - b. Nineteenth century autobiographical narratives
 - c. Nineteenth century songs and stories
 - d. Impact of Pan-Indian Ghost Dance religion and rebellion
 - e. Poetry: analysis of the transformation from the oral tradition to contemporary poetry-themems, styles, and method
3. Literary responses to U.S. governmental policies toward Native American Peoples
 - a. Early American contact and cooperation as well as development of Euro-American stereotypes
 - b. 18th & 19th Century policies of removal, containment, and assimilation that enabled genocide and dislocated tribes from their historical lands
 - c. 20th Century Reorganization & Termination policies and the evolution of reservations & tribal governments
 - d. Contemporary neo-colonial relationships as well as support of tribal self-determination following the civil rights era
4. Oral versus Written Traditions
 - a. Characteristics of oral literatures
 - b. Characteristics of written literatures
 - c. Continuing influence of oral and written literatures in contemporary Native American literatures
5. Recent and contemporary literary works by Native American authors
 - a. Novels and short stories
 - b. Poetry
 - c. Non-fiction essays and autobiographies
 - d. Significance and influence of Native American literatures on contemporary American, European, and World literatures
6. Issues of identity and diversity in Native American communities as expressed in literary productions
 - a. Connections to traditional tribal lands, traditions, and sovereignty
 - b. Issues of mixed-heritages: color consciousness and categorization
 - c. Role of gender in Native American communities and literatures
 - d. Representations of sexuality and sexual orientation in Native American literatures, e.g. two-spirited peoples
 - e. Economic and class issues within Native American communities and literatures
 - f. Tradition and Assimilation Issues
7. Relevant literary theories, terminologies, and analytic techniques
 - a. Denotative and connative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative symbolic language in relation to central themes of literary works
 - d. Artistic synthesis of literal and figurative details with themes
 - e. Historical evolution of genres and styles in appropriate literary, cultural, and historical context
 - f. Renewal and Continuance

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	class and peer group discussions on literary concepts and assigned works and their contexts
Lecture	Literary theories and concepts and assigned literary works

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	May vary from multiple choice to written response, reviewing the content of the literary work and its historical context. Final Exam -- in-class and/or out-of-class essay analyzing literature and its contexts, literary criticism, and contexts of each and or any era. Mid Term -- in-class and/or out-of-class essays analyzing the literature and its contexts, literary criticism, and contexts of each and/or any era.
Quizzes	May vary from multiple choice to written response, reviewing the content of the literary work and its historical context.
Projects	Research Projects -- essays and presentations based on research topics based on assigned readings and concepts, such but not limited to as literary criticism.
Other	Substantial writing requirements are not appropriate for this course. Alternately, students are assessed through demonstrations of problem-solving ability using music symbols and language. -- 4,000-6,000 words.
Portfolios	Selected in-class and out of class essays and projects based on literary concepts and assigned readings and topics.
Essays/Papers	In-class and out-of-class essays analyzing the literature and its contexts.
Oral Presentations	Presentations based on research topics based on assigned readings and concepts, such but not limited to as literary criticism.
Other	Class Work - In-class essays analyzing the literature and literary concepts.
Homework	

Other	<p>1. Read Gerald Vizenor's in "Dennis of Wounded Knee." In it he discusses a member of the American Indian Movement Dennis Banks. Consider the statement Vizenor makes that "Some militants dress themselves in Pan tribal vestments, pose at times as traditionalists, and speak a language of confrontation and urban politics." What do you think of Vizenor's critique. Be prepared to discuss in class the validity of this critique with regard to Banks?</p> <p>2. Compare and contrast the Lakota Sioux version of creation story with the Pueblo and Navajo creation story. Discuss the values that inform each tribe's worldview. How do these creation stories differ from the Judeo-Christian creation story? Reflect on the implications of these differences in intercultural exchanges.</p> <p>3. As he travels toward Rainy Mountain and traces the evolution of the Kiowa as a tribe of the open Plains, N. Scott Momaday comes to the Black Hills. "At the top of a ridge I caught sight of Devil's Tower upthrust against the gray sky as if in birth of time the core of the earth had broken through its crust and the motion of the world has begun...Two centuries ago, because they could not do otherwise, the Kiowas made a legend at the base of the rock." He then recounts his grandmother's story: seven sisters were born into the safety of the sky by a tree after their brother was transformed into a bear at the base of Devil's Tower. The sisters became the stars of the Big Dipper. "From that moment on, and so long as the legend lives, the Kiowa have kinsmen in the night sky. Whatever they were in the mountains, they could be no more." Analyze the significance of the story and storytelling presented by Momaday in terms of cultural development.</p> <p>4. Explore how the plot in Silko's Almanac of the Dead supports the themes of redemption and renewal. What strategy does she use to tie all Native Americans from North, Central, and South America together? How is this idea of tribal connections tied to the central themes of the book.</p>
-------	---

Assignments

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Erdrich, Louise

Title

The Round House

Publisher

Houghton Mifflin Harcourt

Year

2013

Material Type

Textbook

Author

Ford, Kelli Jo

Title

Crooked Hallelujah

Publisher

Grove Press

Year

2020

Material Type

Textbook

Author

Momaday, N. Scott

Title

The Way to Rainy Mountain

Edition/Version

50th Anniversary

Publisher

University of New Mexico

Year

2019

Material Type

Textbook

Author

Trout, Lawana

Title

Native American Literature: Anthology

Publisher

NTC Pub Group

Year

1999

Material Type

Textbook

Author

Orange, Tommy

Title

There, There

Publisher

Cambridge University Press

Year

2018

Material Type

Textbook

Author

Harjo, Joy

Title

When the Light of the World Was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry

Publisher

W.W. Norton & Company, Incorporated

Year

2020

Material Type

Textbook

Author

Verble, Margaret

Title

Cherokee America

Publisher

Houghton Mifflin Harcourt

Year

2019

Material Type

Textbook

Author

Mailhot, Terese Marie

Title

Heart Berries: A Memoir

Publisher

Counterpoint

Year

2019

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000541810

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

No

Only Pass/No Pass

No