

English 494a, ETS 457, English 694a

Native American Literature

Spring 2017

Prerequisites: English 101 and 102 or equivalent

Course description: A study of literatures by American Indian writers. Among the issues to consider are: orality/literacy, storytelling, tribal sovereignty, land rights, place, survival humor, gender constructions and tribal community.

Goals/Course Learning Objectives:

By the end of this course, students should be able:

- To extend the skills of expository writing and critical thinking established in first-year composition.
- To read, understand, and interpret writings by American Indian authors and write analytically about them.
- To understand the importance of orality/literacy, storytelling, tribal sovereignty, land rights, place, survival humor, gender constructions, and tribal community, issues important to critical reading and writing about Indigenous literatures.
- To construct essays using textual evidence from both primary and secondary sources.

Texts:

WebCampus Readings found on the Start Page and in the Learning Modules

Howe, Leanne (Choctaw). *Chocktalking on Other Realities*

Power, Susan (Dakota). *Sacred Wilderness*

Harjo, Joy (Muscogee Creek). *Conflict Resolution for Holy Beings*

Erdrich, Louise (Turtle Mountain Ojibwe). *The Last Report on the Miracles at Little No Horse*

Gansworth, Eric (Onondaga). *Mending Skins*

Tapahonso, Luci (Diné). *A Radiant Curve*

Grading:

Class Participation and Attendance (not quantified but a crucial part of your final grade)

Group Assignment 10%

Essay 20%

Short Papers 50%

Short Responses 10%

Final Exam 10%

Late Papers will be penalized 10% per day

Group Assignment: Each class member will be sign up for a group. The group will decide on tribal emphasis--whether to research the tribe of the author or the tribe of the book. The group will present information that includes the following:

- An origin story (myth)
- Traditional tribal name
- Summary of tribal culture, including social structure, dwellings, traditional foods, traditional arts
- Description of tribal geographical location
- Significant tribal historical events
- Current tribal status
- Author Biography
- Summary of critical article (approved by Dr. Hafen)

The group assignment will be presented orally to the class. Be aware of the oral tradition during your presentation. Part of your evaluation will be based on how well the group cooperates and coordinates its information. The manner of presentation will be decided by the group.

Additionally, each individual member of the group will prepare a 7-9 page essay. This essay should **correlate the information from the individual research to the book and/or address critical issues of the book**. MLA style and documentation should be used. The bibliography should include all resources for the essay and the presentation. **Bibliography must include references from UNLV library.**

Short Papers

The papers should be carefully written and edited. They should be typed, double spaced, and they should follow the MLA Style. In these papers the student addresses a very focused issue dealing with a character, theme, technique or idea in each of the novels. The student should not do research on the topics; rather, the supporting evidence for one's points should be drawn from the text under consideration. (2-3 typed pages) See Style Guide in “Handouts.”

Short Responses

For each assigned handout reading write a one paragraph, single spaced response. Each response should have a question about the reading. (See Informal Response Paper directions in “Handouts”)

Class Schedule; Any Changes Will Be Noted on the WebCampus Calendar

Date	Reading	Assignment
January 17	Introduction 1	
January 19	Introduction 2, WebCampus Readings: 1. Surviving Through Stories; 2. Holy Rage: Lessons from Standing Rock; How to Stop a Black Snake	Sign up for Group Two Short Responses Due
January 24	Howe Group Presentation	
January 26	Howe	

January 31	Howe	
February 2	Howe	
February 7	Power Group Presentation WebCampus Reading: An Interview with Susan Power	Short Response Due
February 9	Power	Howe Papers Due
February 14	Power	
February 16	Power	
February 21	Power	
February 23	Harjo Group Presentation WebCampus Reading: Having to Fight for It: An Interview with Poet/Musician Joy Harjo	Short Response Due
February 28	Harjo	
March 2	Harjo	Power Papers Due
March 7	Harjo	
March 9	Erdrich Group/Webcampus Reading: PBS Interview	Short Response Due
March 14	Erdrich	
March 16	Erdrich	
March 21	Erdrich	Harjo Papers Due
March 23	Erdrich	
March 28	Erdrich	
March 30	Gansworth Group/WebCampus Reading: American Heritage	Short Response
April 4	Gansworth	
April 6	Gansworth	Erdrich Papers Due
April 18	Gansworth	
April 20	Gansworth	

April 25	Tapahonso Group/Web Campus Reading: For More Than 100 Years, the U.S. Forced Navajo Students Into Western Schools. The Damage Is Still Felt Today	Short Response Due
April 27	Tapahonso	Gansworth Papers Due
May 2	Tapahonso	
May 4	Tapahonso	
Tuesday, May 9, 1 pm	Final Exam	Bring Exam Book, Tapahonso Papers Due All Work must be submitted, <u>no exceptions</u>

Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.