

ENGL 7: NATIVE AMERICAN LITERATURE

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2024
Units:	4
Hours:	4 lecture per week (48 total per quarter)
Advisory:	Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249; not open to students with credit in ENGL 7H.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area I: Humanities, Area VI: United States Cultures & Communities
Transferable:	CSU/UC
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Interpret Native American literary works within the structure of relevant religious, historical, political, and cultural contexts.
- Recognize and apply basic literary terminologies, critical theories, and genres appropriate to an introductory college-level discussion of Native American literature.

Description

Introduction to the history, development, and diversity of Native American literatures, from pre-contact civilizations to present-day tribal cultures. Readings in traditional creation myths, songs, and stories from a variety of tribal cultures; nineteenth and twentieth century autobiographical narratives; and significant works of fiction, poetry, and non-fiction prose by contemporary Native American authors. Emphasis on the specific religious, linguistic, historical, political, and cultural context of Native American literary achievements.

Course Objectives

The student 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, songs, and other genres.
3. Analyze the history of American governmental policies and practices designed to eliminate, oppress, or control Native American peoples.
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 preference, and religion and their impact on Native American communities and literatures.
7. Recognize and apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.

Course Content

1. Pre-contact indigenous American civilizations and literary production
 - a. Major tribal groups and linguistic regions
 - b. Creation myths and religious beliefs
 - c. Traditional songs and stories
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
3. History of American governmental policies toward Native American peoples
 - a. Contributions of indigenous civilizations to the character and survival of European colonial enterprises
 - b. Origin and development of Euro-American stereotypes about Native peoples
 - c. Oppressive and genocidal policies of the American government toward Native Americans in the eighteenth, nineteenth, and twentieth centuries
4. Oral vs. written traditions in Native American literature
 - a. Characteristics of oral literatures
 - b. Characteristics of written literatures
 - c. Continuing influence of oral and written literatures in contemporary Native American literature
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 preference in Native American literatures
 - e. Economic and class issues within Native American communities and literatures
7. Relevant literary theories, terminologies, and analytic techniques
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Historical evolution of genres and styles in appropriate literary, cultural, and historical context

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus, no special facility or equipment needed.
2. When taught via Foothill Global Access, on-going access to computer with email software and capabilities; email address.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Critical papers
 Presentations
 Journals
 Midterm examination
 Final examination
 Class discussion in large-group and small-group formats

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
 Small and large group discussion
 Group activities and projects

Representative Text(s) and Other Materials

- Alexie, Sherman. Reservation Blues. 1995.
- Alexie, Sherman. The Lone Ranger and Tonto Fistfight in Heaven. 1993.
- Diaz, Natalie. When My Brother Was An Aztec. 2012.
- Diaz, Natalie. Postcolonial Love Poem. 2020.
- Dimaline, Cherie. Empire of Wild. 2021.
- Erdrich, Louise. Love Medicine. 1993.
- Erdrich, Louise. The Round House. 2012.
- Graham Jones, Stephen. The Only Good Indians. 2021.
- Hale, Janet Campbell. Bloodlines: Odyssey of a Native Daughter. 1998.
- Hogan, Linda. Mean Spirit. 1991.
- Krupat, Arnold, and Brian Swann, eds.. Here First: Autobiographical Essays by Native American Writers. 2000.
- Long Soldier, Layli. Whereas: Poems. 2017.
- Mailhot, Terese Marie. Heart Berries: A Memoir. 2018.
- McNickle, D'Arcy. The Surrounded. 1936, 1978.
- Miranda, Deborah A.. Bad Indians: A Tribal Memoir. 2013.
- Momaday, N. Scott. The Way to Rainy Mountain. 1976.

Neihardt, John G., and Black Elk. Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux. 1988.

Orange, Tommy. There, There: A Novel. 2018.

Ortiz, Simon. From Sand Creek. 1981.

Pico, Tommy. Nature Poem. 2017.

Purdy, John L., and James Ruppert, eds.. Nothing But the Truth: An Anthology of Native American Literature. 2001.

Rendon, Marcie R.. Murder on the Red River (A Cash Blackbear Mystery). 2022.

Sarris, Greg. Grand Avenue: A Novel in Stories. 1995.

Silko, Leslie Marmon. Ceremony. 1977.

Standing Bear, Luther. My People, The Sioux. 1928, 2006.

Talty, Morgan. Night of the Living Rez. 2022.

Tapahanso, Luci. Blue Horses Rush In: Poems and Stories. 1997.

Welch, James. Fools Crow. 1986.

Welch, James. Winter in the Blood. 1974.

Winnemucca Hopkins, Sarah. Life Among the Piutes: Their Wrongs and Claims. 1883, 1994.

Zitkala-Sa. American Indian Stories. 1921, 2003.

Vizenor, Gerald. Survivance: Narratives of Native Presence. 2008.

Although some of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

When choosing texts for this course, the instructor may wish to choose from a range of genres: literary criticism, poetry, novels, autobiography, short story, drama.

Additional materials may include films, music videos, documentaries, historical studies, biographical studies, plays.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments from Nothing But the Truth: An Anthology of Native American Literature (eds. Purdy and Ruppert)
2. Writing assignments include in-class midterm and final exams, in which students analyze how two texts reflect key themes of the Native American Renaissance. Writing assignments also include out-of-class essays focusing on how a text reflects significant concerns in the field of Native American literature, including colonialism, the myth of the vanishing Indian, authenticity, and hybridity. Daily journal entries requiring close analysis of key quotes from the readings are required

Discipline(s)

English