

Syllabus

AML 3640 Native American Literature

Section 0W61 (3 credit hours)

Spring 2021

Instructor Contact

Instructor	Dr. Mark Kamrath
Office	Trevour Colbourn Hall, 254E
Office Hours	Email, phone, and Skype appointments
Email and Phone	WebCourse email preferred. Please contact me within the course. Alternative email contact: Cell phone:

American Indians have always had a tradition of creativity in story and song. As they were introduced to the written word, Indians used it as a tool both to help preserve their oral traditions and to share them with others. They also used the written word to extend the boundaries of their own creativity into nontraditional genres. From the beginnings of this literature written in English by men like Samson Occom and William Apes to the publication of Momaday's *House Made of Dawn* and *The Way to Rainy Mountain*, American Indian authors have developed an impressive body of written literature. . . . This significant contribution to American literature must no longer be ignored.

A. Lavonne Brown Ruoff,
"Old Traditions and New Forms" (1983)

Native American literature should be important to Americans not as a curio, an artifact of the American past that has little pertinence to an American present or future, but rather as a major tradition that informs American writers ranging from Cotton Mather and Nathaniel Hawthorne through Walt Whitman. . . and Judy Grahn.

Paula Gunn Allen,
“The Sacred Hoop: A Contemporary Indian Perspective on American Indian Literature” (1975)

Course Description and Goals

This course structure is primarily historical, but it also uses region and culture in ways that are appropriate for various course goals. In contrast to the often romantic depiction of the American Indian in history or films like *Dances with Wolves*, this course surveys Native American literature from its traditional origins—including tales, songs, and oratory—to more modern responses in autobiography, fiction, poetry, and other contemporary genres by writers such as N. Scott Momaday and Louise Erdrich. In addition to learning about an alternate history and culture of North America and the “oral tradition” in different periods and regions, this course aims to explore a series of thematic and aesthetic continuities and to understand the various issues that face Native Americans both on and off reservation communities today. Course requirements include significant reading, participation, brief written responses, a 7-8 page paper, and a midterm and final exam.

This course fulfills the diversity requirement and the pre-1865 requirement. PR: Grade of C (2.0) or better required in ENC 1101 and ENC 1102.

Specific “course goals” include:

- learning about the history of Indian-white relations and how it relates to Native American expression
- gaining an appreciation of the variety of American Indian oral traditions and the diverse cultural values they represent
- understanding the relationships between oral literatures and various themes, genres, and techniques in modern Native American prose and poetry
- developing a greater awareness of contemporary native issues and concerns, both on a national scale and at the state and local levels
- improving our ability to read texts both carefully and critically, and to use textual evidence to support interpretations or opinions.

Texts

Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-1992, Ed. Peter Nabokov, with Forward by Vine Deloria, Jr. Revised Edition. New York: Penguin 1999. ISBN 9780140281590.

American Indian Literature: An Anthology, Revised Edition. Ed. Alan R. Velie. Norman: U of Oklahoma P, 1991. ISBN 9780806123455.

The Lone Ranger and Tonto Fistfight in Heaven, Sherman Alexie. New York: Grove Press, 2005. ISBN 9780802141675.

Love Medicine, Louise Erdrich. 1984. Newly Revised Edition. Harper, 2009. ISBN 9780061787423.

Academic Activity and Financial Aid

All faculty are required to document students' academic activity at the beginning of each course. Please complete the academic activity assignment by the end of the first week of class (see Schedule).

Syllabus Amendment

The course and reading schedule are subject to revision at any time in order to improve the quality of the course. Please be aware of any announcements to this effect by logging into WebCourses weekly.

Attendance

This is a "W" course, so what I see online—or not—from you correlates directly with your grade. Please note that Webcourses allows instructors to see when you logged on, pages accessed, time on line, etc.

If circumstances beyond your control are causing you to not complete course requirements, you are advised to withdraw because you will *not* pass the course. In cases of extreme illness, you should document your absences and seek a "medical withdrawal." If there are other circumstances I should be aware of, please contact me.

Requirements

1.) **Participation:** 30% of grade.

Participation and learning “professional” ways of interacting and communicating means being in class and “actively learning,” i.e., actively engaging with reading materials, the teacher, and one’s peers. It is more than coming to class prepared and more than passively absorbing knowledge. It means raising questions, sharing insights, and actively and respectfully interacting with others as part of a “learning community.” It means challenging yourself to speak publicly on occasion, and knowing when to listen and to let others share their views. Participation in small group exercises, panel discussion, large group discussion, and other such activities are opportunities for you demonstrate your interest in, and knowledge of, the material—and to exchange perspectives and views.

Since this is an "W" class, you will receive a weekly participation grade that for your in-class contributions and online discussion postings. Please note discussion posting day and time deadlines in each week's discussion. If you have any questions about your participation grade, please contact me so I can suggest how you might improve it.

2.) Course Assignments: 30% of grade (100 points total)

Reading is an active dialogue with the text, and frequently involves the use of a pen or pencil to note reactions, jot down questions, or to simply underline something and say "Amen!" It involves an awareness of your personal response to the text as well as your insights about the ways texts relate to one another, the period in which they were produced, or even events and issues in our own time.

In terms of writing responses of any sort, I am looking for detailed, specific explanations of your thoughts with an awareness of how to use evidence—"quoted material"—from the text to back up or illustrate your ideas. You will be practicing that with several assignments during the semester, including your short paper assignment which includes use of Library research and MLA style of citation.

Also, this course is a Gordon Rule* course. It contains 6000 words of evaluated writing as required by the English Department. Assignments which fulfill the Gordon Rule are indicated with an asterisk. Each has the following characteristics:

- The writing will have a clearly defined central idea or thesis
- It will provide adequate support for that idea
- It will be organized clearly and logically
- It will show awareness of the conventions of standard written English
- It will be formatted or presented in an appropriate way.

The following assignments ("responses" are typically 2-3 typed pages) are available at Web Courses:

1. Personal Goals
2. Winnebago tale analysis (10 points)*
3. Oratory and memoir analysis (15 points)*
4. Sherman Alexie story and Smoke Signals (film) analysis (25 points)*
5. Course paper (7-8 typed pages) assignment: (50 points)*
6. Any requested Writing Center documentation (minus 5 points, if missing)

100 points

Late assignments—for any reason—are lowered 2 or 3 points depending on the assignment (a late course paper will be lowered 5 points since it is longer). You will earn a ZERO for the assignment if it is not turned in by the beginning of the following class period.

Missing assignments CANNOT be made up later. If you are uncertain during the course of the semester about how you are doing with this aspect of the course, please stop by and see me during office hours. NO INCOMPLETES will be given for this course.

Extra credit assignments are not available.

3) Examinations: 40%

- Midterm examination: 20%
- Final examination: 20%

Make-up exams are given only when I have been contacted *prior* to the exam and *only* when a verifiable extenuating circumstance exists, e.g., medical emergency and hospitalization. See “Exam Study Guide” at the Web Course site.

Standards for Written Work

Generally, standards for written work are as follows, and may be modified some by actual assignment requirements:

An “A” text is exceptional or highly original work, presents sophisticated and significant critique or argument, meets or exceeds assignment requirements, and is free of grammatical or other errors.

“B” work is good or strong, contains all required elements of the assignment, but may fall short of excellence in one or more category, including mechanical errors.

A “C” text is competent, meets all, if not most, required elements of the assignment, but is average in some ways and may have several types of grammatical and other errors.

“D” writing is weak, falls below average in one or more major criteria, and may have substantial errors.

An “F” text is reserved for material that fails in all or most categories of evaluation.

The **grading scale** is as follows:

- 94-100 = A 4.00
- 93-90 = A- 3.75
- 89-87 = B+ 3.25
- 86-83 = B 3.00
- 82-80 = B- 2.75
- 79-77 = C+ 2.25
- 76-73 = C 2.00
- 72-70 = C- 1.75
- 69-67 = D+ 1.50
- 66-63 = D 1.00
- 62-60 = D- .75

- 59- = F 0

Grades will be posted at WebCourses and updated regularly.

Discussions

There are several required online discussions throughout this course. These online discussions provide you the opportunity to collaborate with your peers. Each forum has specific deadlines for posts in order to receive full points. To keep things simple, I will base your weekly discussion grade on **both** your in-class contributions and your online postings. For detailed criteria regarding posting expectations/protocols, please refer to the table below:

Excellent or Superior	Good or Very Good	Average	Below Average	Failing
100-90	89-80	79-70	69-60	59-
Demonstrates close, careful reading of content and prompts	Demonstrates a good reading of content and prompts	Demonstrates solid understanding of reading content and prompts	Demonstrates inconsistent reading of content and prompts	Does not demonstrate careful reading or understanding
Provides highly original thought or analysis, and superior textual support	Provides strong analysis, and textual support for ideas or opinion	Provides adequate analysis, and textual support for ideas or opinion	Provides less than adequate textual support, and merely repeats what others have said	Does not provide any analysis, or textual support
Sophisticated, respectful engagement with others	Helpful, respectful engagement with others	Adequate engagement with others	Inconsistent engagement with others	No feedback to others
Meets posting deadlines and significantly exceeds minimum number of postings	Meets posting deadlines, and exceeds minimum number of postings	Meets minimum number of postings, i.e., initial post plus 1-2 responses	Partially meets minimum number of postings, or misses posting deadlines	No postings

Prose contains no mistakes and is clear and easy to understand	Prose quality contains a few minor grammatical mistakes	Prose quality contains several grammatical mistakes, or messaging shorthand	Prose quality is sloppy, with messaging shorthand and several significant grammatical mistakes	Prose quality is unacceptable
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NOTE: While the "quality" of your posts is my first concern, the "quantity" or frequency of posts also matters. If you post, for example, two reply posts per week, you will typically earn a "B." 3-4- reply posts (total) per week can raise one's participation grade to an "A," if the quality is high as indicated in the above rubric.

Writing Center

The [University Writing CenterLinks to an external site.](#) (UWC) is a free resource for UCF students. The UWC's most popular service is the individualized writing consultation: a trained writing consultant will spend thirty minutes with a student reviewing his/her work and making recommendations for revision. Students can bring their work to the UWC at any point in the process—even if they have not yet started writing. Consultation will be most helpful if the student takes the time to:

- **prepare:** identify specific issues on which s/he wants feedback
- **participate:** actively discuss the paper with the consultant
- **reflect:** decide which of the possibilities raised during the consultation are helpful
- **act:** revise his/her paper

The UWC will help with writing in any subject, including out-of-class writing such as job application letters. The UWC will also help students to organize oral presentations. The UWC accepts walk-ins, but it is best to make an appointment. The UWC does not write, proofread, or grade papers. For more information or to make an appointment, visit the UWC website at uwc.ucf.edu.

Classroom Behavior

Proper classroom behavior is expected at all times. Students must follow UCF standards for personal and academic conduct as outlined in The Golden Rule.

Proper classroom conduct also entails creating a positive learning experience for all students, regardless of sex, race, religion, sexual orientation, social class, or any other feature of personal identification; therefore, sexist, racist, prejudicial, homophobic, or other derogatory remarks will not be tolerated. So "live—and let live" is the operational ethos here.

Furthermore, Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities are offenses subject to the same penalties as offenses based on other protected categories, such as race, national origin, etc.

Finally, this course assumes that students in undergraduate study at the B.A. or B.S. level are in the process of developing reading, writing, and research skills along with the ability to communicate clearly. This takes time--sometimes years!

Toward that end, everyone needs to put forward their best effort and respect each other's differences and opinions.

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards. For more information about Academic Integrity, students may consult The Center for Academic Integrity. For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

In short, when it comes to plagiarism, cheating, and academic dishonesty, *all work that students submit for this class* must be their own, and it must be written exclusively for this course. Also, any sources consulted for writing assignments must be properly documented. "Rewriting," in

which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. All of the following activities constitute plagiarism:

- turning in someone else's work as the student's own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of the work, whether one gives credit or not

Lastly, like you I have access to the Internet and ways of verifying use of sources like Wikipedia and what's been cut and pasted—or simply purchased—so the consequences of plagiarizing are not worth the risk. Indeed, papers I suspect are plagiarized will be submitted to <http://www.turnitin.com> ([Links to an external site.](#))[Links to an external site.](#) and its latest web crawling technology for verification of authorship.

If you have questions about how to document sources, please see me or the Writing Center.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. In addition to referral to the Office of Student Conduct, penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, xxxxxxxx). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Schedule

The first week of the course and the last will be used for winding things up and then winding them down. The following schedule (for each day) is “reading intensive,” especially in parts, and subject to revision; it aims to give you a good idea of how the course is intended to shape up. *Please read all materials carefully and “note” (hint) what we emphasize during class discussions; it will make studying for exams easier.*

Weekly, someone will report on a current news topic from *Indian Country Today* or a similar venue (see signup sheet).

	I. Oral Tradition	
Date	Reading Assignments	Due Dates

<p>Week 1</p> <p>January 11-16</p>	<p>Introduction</p> <p>What is the oral tradition?</p> <p><i>American Indian Literature</i> (AIL), 3-9; “Tales” 11-13, maps (see Week 1 module)</p> <p>Indian Country Today</p> <p>http://www.indiancountry.com/ (Links to an external site.)</p> <p>IMPORTANT: Initial discussion posts are typically due each Wednesday by 11:59 p.m-- and then concluded by 11:59 p.m. on Sundays. Please see weekly modules for further details.</p>	<p>Academic Activity Assignment due Friday, January 15</p> <p>Drop Swap Deadline Friday, January 15</p>
<p>Week 2</p> <p>January 18-23 (MLK Day January 18)</p>	<p>Chief Jim Billie and Florida tales (Seminole CD recording)</p> <p>AIL, “Origin Myth of Acoma,” 14-26 (origins story)</p>	
<p>Week 3</p> <p>January 25-30</p>	<p>Seneca “Origin of Stories” (culture hero story)</p> <p>AIL, “The Winnebago Trickster Cycle,” 44-72 (trickster tale)</p>	<p>Winnebago tale analysis due Saturday, January 30 (10 points)</p>
	<p>II. Historical Narrative and Documents</p>	

<p>Week 4</p> <p>February 1-6</p>	<p>"The Coming of the Spanish and the Pueblo Revolt" (historical narrative)</p> <p>AIL, "Walam Olum," 92-133;</p> <p><i>Black Robe</i> (30 min. film) excerpt</p>	
<p>Week 5</p> <p>February 8-13</p>	<p><i>Native American Testimony (NAT)</i>, xvii-xxiii, 3-89</p> <p>AIL, "Oratory" and Red Jacket, Pontiac, and Tecumseh, 135-151</p>	<p>Oratory analysis due Saturday, February 13 (15 points)</p>
<p>Week 6</p> <p>February 15-20</p>	<p><i>NAT</i>, 90-184</p> <p>AIL, "Memoirs" and Black Elk, Lame Deer, Momaday, 153-210</p>	
<p>Week 7</p> <p>February 22-27</p>	<p><i>NAT</i>, 185-255</p> <p><i>In the White Man's Image</i> (60 min. film)</p>	<p>Midterm Exam (February 26-27)</p>
<p>Week 8</p>	<p><i>NAT</i>, 256-471</p>	

March 1-6		
	III. Modern Prose and Poetry	
Week 9 March 8-13	Alexie <i>The Lone Ranger and Tonto Fistfight in Heaven</i> (story collection), xi-xxii, 1-75 (see author You Tube)	
Week 10 March 15-20	Alexie, 76-242	Alexie story and <i>Smoke Signals</i> (film) analysis due Saturday, March 20 (25 points)
Week 11 March 22-27	Erdrich's <i>Love Medicine</i> (novel), 1-117 (see author You Tube) (Withdrawal deadline, March 26)	Course paper proposal due Saturday, March 27
Week 12 March 29-April 3	Erdrich, 118-225	

<p>Week 13</p> <p>April 5-10</p>	<p>Erdrich, 226-333</p> <p>P.S. 1-32 (optional)</p> <p><i>White Shamans and Plastic Medicine Men</i> (26 min. film)</p>	
	<p>Spring Break (April 11-18)</p>	
<p>Week 14</p> <p>April 19-25</p>	<p>AIL, "Poetry," 211-212: Kenny's "Corn Planter" (213-14) and "Saranac Lake, N.Y., (219); Allen's "Powwow, 79 Durango" (231-232); Hobson's "Deer Hunting, (246-248); Harjo's "Night Out" (287-288); northsun's "up & out" (291-292)</p>	<p>Course Paper due Saturday, April 24 (50 points)</p>

Week 15 April 26-30	Class ends Monday, April 26 UCF Study Day Tuesday, April 27	Final Exam (April 30-May 1)
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