

# TOHONO O'ODHAM COMMUNITY COLLEGE



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## Syllabus: *LIT 274, Native American Literature*

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### Course Information

Course Prefix/Number: LIT 274, Section 1  
Semester: Spring 2018  
Class Days/Times:  
Tuesdays and Thursdays,  
3:00-4:15 p.m.

Credit Hours: 3  
Course Title: Native American Literature  
Campus: Main  
Building: Gewkdag Son Ki (GSK)  
Room: GSK-4

### Instructor Information:

Name: Edison Cassadore, Ph.D.

Phone/Voice Mail: (520) 383-0103

E-mail: [ecassadore@tocc.edu](mailto:ecassadore@tocc.edu)

Office location: Ha-Mascamdam Ha-Ki building, Room 109

Office hours: Mondays and Wednesdays, 1:00-3:00 p.m.;

Tuesdays and Thursdays, 1:00-1:30 p.m.; and, by appointment.

### Course Description:

A survey of Native American oral stories, autobiographical writings, fiction, poetry, and nonfiction. Includes historical and cultural contexts, major themes and issues in contemporary Native American literature, literary forms and techniques, and critical essays.

### Student Learning Outcomes (SLOs) :

Upon completion of the course, the student will be able to do the following:

1. Describe historical and cultural contexts that shape Native American oral and written texts.
2. Describe major themes and issues in contemporary Native American writings.
3. Describe the literary forms and techniques used by Native American writers.
4. Communicate theories of Native American literature through critical essays.

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## Course Structure:

This course will relate various methods and skills for students to become more effective and organized thinkers and writers, especially by focusing on the continuing development of analytical and inference skills that lead to writing critical essays. Critical thinking and writing mean communicating your ideas in a persuasive, thorough manner with clearly written sentences and textual evidence.

In addition, various videos and supplemental materials may be screened in class and/or given to support instruction.

## Texts and Materials:

- Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Perennial, 1993.
- Hacker, Diana and Nancy Sommers. *Rules for Writers with Writing about Literature*. (Seventh Edition) Boston: Bedford/St. Martin's, 2012.
- Kidwell, Clara Sue and Alan Velie. *Native American Studies*. University of Nebraska Press, 2005.
- Nicolar, Joseph. *The Life and Traditions of the Red Man*. Durham, NC: Duke University Press, 2007.
- Silko, Leslie. *Ceremony* (Anniversary Edition). New York: Penguin, 2006.
- Underhill, Ruth. *Papago Woman*. Waveland Press, 1979.
- Zepeda, Ofelia. *Where Clouds are Formed*. The University of Arizona Press, 2008.
- Also, the instructor may distribute short articles (from secondary sources), essays, and other relevant reading material for the course in class.
- Please bring **loose-leaf writing paper** for each class meeting to be used for notes and any other possible writing activities, etc.
- **Additional Required Materials:** A memory stick (**to back up all written work**); a spiral-bound notebook (with *perforated edges* on the sheets of paper); a folder with metal prongs and inside pockets and sheet protectors (for one of the assignments); a vocabulary-builder text; a dictionary; and a thesaurus.

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## Evaluation, Grading and Assignments:

The final grade for this course will be determined from your performance on many small tasks rather than on a few major projects such as a term paper, mid-term and final. This means that a poor performance on any one task will not hurt you greatly, and a very strong performance on any one task will not help your final grade very much.

Thus, to do well in this class, you should plan to attend and participate in class on a regular and consistent basis. Academic success means consistently working at your best possible level. *In addition, chronic lateness to class will also impinge on your participation since group cohesion will lose its effectiveness.*

Your final grade will be based on Individual Work. It will be calculated using a percentage scale (e.g., 90 to 100%=A, etc.) based on cumulative points earned throughout the semester.

### Key Performance Areas in Individual Work:

a. Short Papers.....	300 pts.
b. Midterm Examination.....	100 pts.
c. Personal Review Cover Memo/Portfolio.....	100 pts.
d. Oral Presentation.....	100 pts.
e. Journal.....	100 pts.
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<b>Total.....</b>	<b>700 pts.</b>

### Explanations of Assignments and Grading in each Key Performance Area:

- **Short Papers, Format, and Grading:**

Three essays (*three to five full-page papers in length*) on assigned topics will be due at regular intervals during the semester to give you practice in developing and sustaining an argument or a line of thought in writing persuasive and interpretative essays on fictional and non-fictional Native American literature.

At least one of the papers should use both *primary* and *secondary sources* on a “Works Cited” page in the Modern Language Association (MLA) style. All papers, however, must follow the MLA style and formatting. Specific instructions will be given before the essay assignments are due.

**Note:** The essay(s), moreover, must be either *word-processed or typed in black ink, double spaced*, use *Times New Roman (10 or 12-size) font*, and have *one-inch margins* on all pages. The original due date must be on the paper’s first page. Your **last name** and the **page number** must appear on each page in the upper right-hand corner. **Please refer to the appropriate pages in the Hacker and Sommers text to follow the Modern Language Association (MLA) style format before these assignments are due to meet these requirements.**

The essay will be marked “**A**” (superior), “**B**” (above average), “**C**” (average), “**D**” (below

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average), “**F**” (failure), and “**R**” (paper must be rewritten). Appropriateness (whether the essay does what the assignment asks), structure and development of ideas, content, format, grammar, and mechanics will be considered in evaluating these short papers. A paper must receive a “**D**” or better to obtain credit.

An essay that receives an “**R**” must be rewritten and resubmitted to the instructor within an agreed upon due date between the instructor and the student after you have received the graded or marked version of the essay.

*Students doing rewrites must discuss their paper with the instructor by scheduling an appointment so that their rewriting will be productive and effective.* The appointment should be scheduled in a timely manner. Remember, papers marked with an “**R**” are due on an agreed upon due date between the instructor and the student after the graded, or marked, essay has been received. The grade for the rewrite will be the grade the student receives for the assignment.

*No paper may be rewritten more than once.*

The rewritten essay(s) and your Personal Review Cover Memo will comprise your Portfolio for the semester (see below).

**All essays should be submitted electronically to the Turnitin website.**

**All essays (including rewrites) must be submitted to the Turnitin website. If you should have any technical difficulty with uploading essays, or other written coursework, please notify the instructor immediately before the due date of the assignment. Also, please raise a technical service ticket with Turnitin staff on their website by clicking on “Support,” then “Help.” After clicking on “Help,” follow the directional steps. Additional technical support can also be sought from an IT staff member from the college.**

**Note: Any technical difficulties with Turnitin for all relevant coursework assignments must be resolved early and expediently in the semester.**

**Note:** It is best to submit all essays on time as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required and points deducted. Only rarely will late work will be approved for credit.

- **Midterm Examination**

The midterm examination will assess your comprehension of the course material from the beginning to the approximate midpoint of the semester. Unless you have an extenuating circumstance, missed examinations cannot be made up. *Students, indeed, are responsible for communicating with the instructor in a timely manner about any extenuating circumstance related to missed examinations.*

**Note:** It is best to take exams as scheduled. In the case of unavoidable delay or absence, students must e-mail the instructor immediately with an explanation of the situation in order to make alternative arrangements. Supplemental documentation may be required.

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- **Directions for the Personal Review Cover Memo/Portfolio:**

The Personal Review Cover Memo and Portfolio are an opportunity for you to explore your development as a writer and a person throughout the semester. Thus, students will analyze and evaluate their own voice and how it develops. Use quotations from your essay, the journal, and any other relevant sources that show changes or continuities in your writing style, voice, attitudes, beliefs, and subject matter. This cover memo will be submitted along with any rewritten essays and other items. This constitutes the **Portfolio** for the semester. Specific instructions will be distributed to students before the assignment is due. Finally, please maintain objectivity by fairly analyzing your experiences that influenced your writing voice and refrain from expressing overly personalized bias.

**Mandatory Minimum Requirements:**

- I. A specific assignment sheet and/or checklist will be distributed for the Personal Review Cover Memo/Portfolio. The portfolio checklist must be included in the submission per the specific instructions for its placement. Writing Portfolios that do not include the checklist will not be accepted.
- II. The cover memo **must** be word processed. Cover memos handwritten in ink or pencil will not be accepted. In addition, **cover memos should be submitted electronically as well as placed within your Portfolio folder.**
- III. Each subheading (see below) must be answered with a minimum of three sentences.
- IV. As with all writing assignments (e.g., journal entries, essays), please **proofread** the Personal Review Cover Memo for grammatical, spelling, and punctuation errors.
- V. In addition, you may be asked to rewrite and resubmit the cover memo if it does not address the six questions below.
- VI. A folder with metal prongs and inside pockets and sheet protectors are required materials for the Personal Review Cover Memo/Portfolio.

**The following questions must be used as subheadings in writing this cover memo:**

1. What concerns (i.e., personal, social) did you contend with this semester?;
2. What skills (i.e., writing, social) did you build on?;
3. What struggles did you overcome?;
4. What efforts are still unresolved?;
5. What moral or academic or social issues remain highlighted for you?; and,
6. How far have you progressed as a student, a writer, and a person?

Please address and answer all of the above questions in your cover memo. Again, if the six questions are not addressed, it will need to be rewritten. If you have any further questions about this assignment, please do not hesitate to contact the instructor.

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- **Oral Presentation**

The oral presentation is designed to see how successfully you've learned drawing a connection with the historic context of Native American peoples with the literature and to build critical communication skills.

- **Journal**

A list of specific topics will be assigned for you to write on as an entry in your journal. The entire journal will not be submitted until near the end of the semester. The first entry, however, may be collected early in the semester to assess writing skills.

The main intent of this journal is for you to track your own development as both a writer and a critical thinker of Native American literary ideas. Hence, it will serve as the major source for writing the final Personal Review Cover Memo.

**All journals should be submitted electronically to the Turnitin website.**

- **Class Meeting Attendance:**

Class meeting attendance is mandatory. Class discussion is critically based on your reading the course's assigned texts. Please inform the instructor about any absence in a timely manner.

## **Himdag Cultural Component:**

Students will be asked to incorporate into the oral presentation the “*T- Šo:Šon*” (“Our Core”) values (*T-Wohocudadag*—Our Beliefs, *T-Apedag*—Our Well-Being, *T-Pi:k Elida*—Our Deepest Respect, and *I-We:mta*—Working Together) developed by Tohono O’odham Community College. Oral presentations will relate to specific reading assignments and how they illustrate and/or do not illustrate the *T- Šo:Šon*.

In class discussions, we may address and analyze some of the literary texts through a specific value within the context of course discussion.

## **Policies and Expectations:**

- **Academic Honesty**

Students are encouraged to talk to each other about the readings and ideas brought up in class. *However, in all assignments to be graded as individual work students are expected to do their own written work.* It is, indeed, best to express ideas in your own words.

*In the case of both individual work, words or ideas that come from someplace or someone else must be cited:* “A good rule of thumb is this: Whenever you consciously borrow any important element from someone else, any sentence, any colorful phrase or original term, any plan or

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idea—say so, either in a footnote, bibliography, or parenthesis” (from “Academic Honesty in the Writing of Essays and Other Papers,” Carleton College, 1990).

Indeed, **plagiarism** is defined as “taking another person’s ideas or work and presenting them as your own” and “is especially intolerable in academic culture. Just as taking someone else’s property constitutes physical theft, taking credit for someone else’s ideas constitutes intellectual theft” (*Your College Experience: Strategies for Success*, 162). As the Tohono O’odham Community College *Student Handbook*, Academic Year 2010-2012, states, “Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor” (26).

**Any instance of plagiarism is unacceptable and is grounds for an automatic failing grade.** Indeed, “Submitting a paper you purchased from an Internet source or from an individual will cause you to miss out on the discovery and skill development that research assignments are meant to teach” (*Your College Experience: Strategies for Success*, 207). Search engines (and other computer software and Turnitin) can easily detect instances of plagiarism in submitted work, so please do not intentionally plagiarize.

- **Incompletes\***

**I**=In order to be considered for an Incomplete grade, you must successfully complete at least *sixty percent of the required course work*, and then submit a written request. The incomplete, however, is awarded at the sole discretion of the instructor, and each case is judged on individual merit and extenuating circumstance(s).

**\*Note: The instructor requires that a brief written and dated request be either submitted before or by 4:30 p.m., Thursday, May 3<sup>rd</sup>, 2018. A request, however, for an incomplete to the above email address is also acceptable.** You must state the circumstances of your request and why you feel you qualify for an Incomplete. An “I” is not automatically awarded to students. Students, indeed, are responsible for requesting an incomplete grade in a timely manner.

If a student is awarded an “I,” it is the student’s primary responsibility to maintain communication with the course professor for any further requirements for completion of course work. For any awarded “I” grade, a “Learning Agreement for Incomplete Coursework” form will need to be completed which will stipulate specific time frames for when work will need to be submitted.

For further clarification of the “I” grade, please refer to the current Tohono O’odham Community College Catalog that is officially in use.

- **Withdrawals\***

**W**=If a student has not completed course work in a timely manner, the student may be withdrawn from the course at the discretion of the instructor.

*\*Note: If a student misses four class meetings without communicating to the instructor and*

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*without a valid excuse, the student will be withdrawn, and a “W” or “Y” will be recorded.*

- **Chronic Lateness**

**Persistent tardiness will not be tolerated since key information is usually given at the beginning of the class meeting.** It is unfair, disruptive, and inconvenient for the instructor and your colleagues to repeat statements made at the start of the class session. Please try to arrive on time for each class meeting.

- **Absences**

From the explanations above, absences are not a good idea in this course. While one or two missed class meetings will not harm an opportunity to do well, a large number of absences—particularly unexcused ones—will. **It is always a student’s choice as to whether to attend class or not, but students are strongly urged to attend on a regular basis.**

However, if a student has an extenuating circumstance that prevents his or her attendance, please communicate with the instructor about the particular situation in a timely manner.

- **Americans with Disabilities Act (ADA) Compliance**

Tohono O’odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.

- **Cultural/Religious Observance & Accommodations**

The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. *At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance.* Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

- **Email College Account and Communication:**

**Please strive daily to check your Tohono O’odham Community College (TOCC) assigned email account.** The college conducts most of its business through email communication. Indeed, important information, announcements, weather-related college closure announcements, grade progress reports throughout the semester, etc., are communicated through your college-assigned email account. If you are having difficulty accessing your email account, please contact the appropriate TOCC staff member to support your obtaining email account access.

- **General Classroom Behavior**

In the spirit of *T-Pi:k Elida* (“Our Deepest Respect”), students should behave and speak in a mutually respectful, mature, and courteous manner when addressing each other as well as the



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instructor. Indeed, the classroom experience and environment should encourage positive feelings and thoughts for academic success. Because of this, any disruption of the lecture and usual classroom activities will not be tolerated.

In addition, during class lecture and other activities, *students must turn off cellular telephones and electronic devices. Text messaging is forbidden during the entire class meeting time.*

**Note: Computer laptops, computer tablets, MP3 players, iPads, and iPods are not to be used during the entire class meeting time. Please do not listen to music while class is in session. Again, all electronic devices are not permitted during the entire allotted class meeting time.**

## General Course Outline:

- I. Historical and Cultural Contexts
  - A. Historical context
    1. Pre-Columbian
    2. Colonization
      - a. Removals and relocations
      - b. Boarding schools
      - c. Reservation and urban life
    3. Activism and agency
  - B. Traditional views of language and storytelling
  - C. Traditional views of land and the environment
  - D. Ceremony and ritual
- II. Major Themes and Issues in Contemporary Native American Literature
  - A. Identity (assimilation v. resistance, inclusive concept of self, bicultural identities, representation/stereotypes)
  - B. Cultural survival, continuity, and change
  - C. Social issues (such as oppression, racism, poverty, gender, sexuality)
  - D. Political issues (hegemony, domination, resistance, activism, agency, sovereignty)
  - E. Environmental issues
- III. Literary Forms and Techniques
  - A. Native American literary tradition
    1. Oral tradition (e.g. creation stories, trickster/transformer stories, hero/heroine stories, songs and chants)
    2. Autobiographical writings
      - a. Early collaborative "as-told-to" autobiographical writings
      - b. More recent autobiographical writings by Native Americans
    3. Contemporary Native American literature
      - a. Poetry
      - b. Fiction
        1. Short stories
        2. Novels
      - c. Nonfiction writings
    4. Literary techniques
    5. Influence of the oral tradition on writing style

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- 6. Innovations in form (for example, the mixing and merging of genres)
  - B. Literary criticism
- IV. Critical Essays
- A. Using writing for critical analysis, including the collection, interpretation, and evaluation of primary and secondary sources
  - B. Producing written discourse in various forms, totaling 2500 words or more
  - C. Combining in-class and out-of class written work
  - D. Including a major out-of-class paper, of at least 1,000 words, requiring critical inquiry

**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

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## LIT 274 Course Schedule

### Spring Semester

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#### Important Due/Test Dates:

February 8 <sup>th</sup> :	Short Paper #1
March 8 <sup>th</sup> :	Short Paper #2
March 8 <sup>th</sup> :	Midterm Examination
April 5 <sup>th</sup> :	Short Paper #3
May 3 <sup>rd</sup> :	Personal Review Cover Memo/Portfolio
May 3 <sup>rd</sup> :	Journal
May 8 <sup>th</sup> :	Oral Presentations
May 10 <sup>th</sup> :	Oral Presentations

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Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week I: January 16 & 18	Introduction.	<b>For Week I, read:</b> Introductions. <i>Native American Studies.</i>
Week II: January 23 & 25	<i>500 Nations</i> Historical Context of Native American Literature	<b>For Week II, read:</b> <i>Native American Studies.</i>
Week III: January 30 & February 1	Historical Context of Native American Literature	<b>For Week III, read:</b> <i>Native American Studies.</i>
Week IV: February 6 & 8	Historical and Cultural Context of Native American Literature	<b>For Week IV, read:</b> <i>Native American Studies.</i>  <b>Due:</b> Short Paper #1 (2/8).
Week V: February 13 & 15	Major Themes & Issues:  Historical and Cultural Context of Native American Literature	<b>For Week V, read:</b> <i>The Life and Traditions of the Red Man.</i>
Week VI: February 20 & 22	Major Themes & Issues:  Cultural Survival, Continuity, and Change in Native American Literature	<b>For Week VI, read:</b> <i>The Life and Traditions of the Red Man.</i>
Week VII: February 27 & March 1	Themes and Issues Addressed by Native American Authors:  Identity, Social, and Political Issues	<b>For Week VII, read:</b> <i>The Life and Traditions of the Red Man.</i>

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Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week VIII: March 6 & 8	<p><b>Review Session</b> for Midterm Examination on 3/6</p> <p>Midterm Examination on 3/8</p>	<p><b>For Week VIII, read:</b> Begin reading from <i>Papago Woman</i>.</p> <p><b>Due:</b> Short Paper #2 (3/8).</p> <p>Review Study Sheet Questions.</p>
March 13 & 15	<p><b>Spring Break</b></p> <p><b>No class meetings.</b></p>	<p><b>For Week IX, read:</b> Continue reading from <i>Papago Woman</i>.</p>
Week IX: March 20 & 22	<p>Literary Techniques &amp; Criticism</p> <p>Literary Forms &amp; Techniques: Innovations in Form</p> <p>Themes and Issues Addressed by Native American Authors:</p> <p>Identity, Social Issues, and Political Issues</p>	<p><b>For Week X, read:</b> Roppolo's "Towards a Tribal-Centered Reading of Native Literature: Using Indigenous Rhetoric(s) Instead of Literary Analysis," and <i>Papago Woman</i>.</p> <p>(Possible additional reading: Bataille &amp; Sands's "Maria Chona: An Independent Woman in Traditional Culture.")</p>
Week X: March 27 & 29	<p>Literary Forms &amp; Techniques: Innovations in Form</p> <p>Themes and Issues Addressed by Native American Authors:</p> <p>Identity, Social Issues, and Political Issues</p>	<p><b>For Week XI, read:</b> Begin reading <i>Ceremony</i>.</p>
Week XI: April 3 & 5	<p>Literary Forms &amp; Techniques:</p> <p>Contemporary Native American Literature</p>	<p><b>For Week XII, read:</b> <i>Ceremony</i>.</p> <p><b>Due:</b> Short Paper #3 (4/5).</p>

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Class Meeting Dates	Conceptual Discussion Topic/ Activity, Etc.	Assigned Readings/Homework/Essay, Etc., Due Dates
Week XII: April 10 & 12	Literary Forms & Techniques:  Contemporary Native American Literature	<b>For Week XIII, read:</b> <i>Ceremony</i> .
Week XIII: April 17 & 19	Literary Forms & Techniques:  Contemporary Native American Literature	<b>For Week XIV, read:</b> <i>Where Clouds are Formed</i> .
Week XIV: April 24 & 26	Literary Forms & Techniques:  Contemporary Native American Literature	<b>For Week XV, read:</b> <i>The Lone Ranger and Tonto Fistfight in Heaven</i> .
Week XV: May 1 & 3	Literary Forms & Techniques:  Contemporary Native American Literature	<b>For Week XVI, read:</b> <i>The Lone Ranger and Tonto Fistfight in Heaven</i> .  <b>Due:</b> Personal Review Cover Memo/Portfolio (5/3) and Journal (5/3).
Final Examination Week XVI: May 8 & 10	Oral Presentations  Coming Full Circle: Contemporary Social and Political Issues of Native America  Final Thoughts about the Course	<b>Due:</b> Oral Presentations (5/8 and 5/10)    Have a fun and safe summer!