**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 237– AMERICAN INDIAN LITERATURE**

1. **Course Number Course Title Semester Units**

ETHN 237 American Indian Literature 3

**Semester Hours**

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

A survey and literary analysis of American Indian literature; folk, creation and origin stories, legends, and poetry from the oral tradition to contemporary American Indian authors.

4. **Course Objectives**

The student will:

1. Analyze, interpret, and assess American Indian literary works.
2. Demonstrate an ability to speak and write about literary expressions of American Indian culture.
3. Evaluate the dynamic and growing literature of the American Indian.
4. Distinguish between American Indian and Euro-American literary themes in terms of historical and social significance.
5. Assess the social and political impact of the literature on American culture and society at large.
6. Identify relationships between American Indian literature and American Indian linguistic religious, political, philosophical, and social developments in history and contemporary society.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

1. American Indian stories and legends comprising oral tradition.
2. Socio-economic, political and cultural influences on American Indian literature.
3. Early writings of Indian authors.
4. Contemporary writing of Indian authors.
5. Readings and literary critiques in poetry, fiction, and short stories by Indian authors.

8. **Method of Instruction**

1. Lecture
2. Oral and written reports.
3. Class discussion.
4. Other standard library media.
5. Guest storytellers.

9. **Methods of Evaluating Student Performance**

1. Written exams to evaluate knowledge of the works and the historical background.
2. Oral discussions to evaluate the student’s appreciation for the works.
3. Written critical papers to evaluate both the student’s understanding of the works and ability to express relevant ideas about their value.
4. Final examination, project, or portfolio.

10. **Outside Class Assignments**

1. Assigned readings from text.
2. Individual and group projects.
3. Library research on projects, e.g., reading presentations (the poetry of Joy Harjo), or essays (influence of Vine Deloria or Paula Gunn Allen).

11. **Representative Texts**

a. Representative Texts:

1. Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian.* Boston: Little, Brown, 2009.
2. Bruchac, Joseph, Ed. *Smoke Rising*. Detroit: Visible Ink Press, 1995.
3. Allen, Paula Gunn. *Spider Woman’s Granddaughters*. New York: Fawcett Columbine, 1989.
4. Furman, C Marie and Dean Rader, eds. *Native Voices: Indigenous American Poetry, Craft and Conversations*. North Adams, MA: Tupelo Press, 2019.
5. Harjo, Joy. An American Sunrise: Poems. Ashland, OR: Blackstone Pub, 2019.
6. Momaday, N. Scott. *House Made of Dawn*. New York: Harper Collins, 1968.
7. Silko, Leslie Marmon. *Ceremony*. New York: Penguin, 1977.
8. Zolbrod, Paul. *Dine Bahane: The Navajo Creation Story*. Albuquerque: U. of New Mexico Press, 1984.

b. Supplementary texts and workbooks:

1. Deloria, Jr., Vine. *Spirit and Reason: The Vine Deloria, Jr. Reader.* Golden, CO: Fulcrum Pub, 1999.
2. Martinez, David. *Life of the Indigenous Mind: Vine Deloria Jr. and the Birth of the Red Power Movement*. Lincoln: Univ. of Nebraska Press, 2019.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret American Indian literary works in various genres.
  2. Write evidence-based literary analyses of American Indian literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
  3. Differentiate between American Indian and Euro-American literary themes in terms of historical and social significance and assess the social and political impact of American Indian literature on American culture and society at large.
  4. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments throughout history to the present.