

Lit 3052-1- Diverse Voices of American Literature

Indigenous Voices

Professor: *Chase M. Mahan*

Email: cmahan@pointloma.edu

Class Day/Time: *Tues/Thurs 3-4:15pm*

Location: *LBRT 205B*

Office Hours: *Wed/Fri, 9am-Noon, Colt Hall 205*

16-Week Course: *In-Person, 3 Credits (FE)*

Dept: *LJWL*

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundation Explorations Mission: PLNU

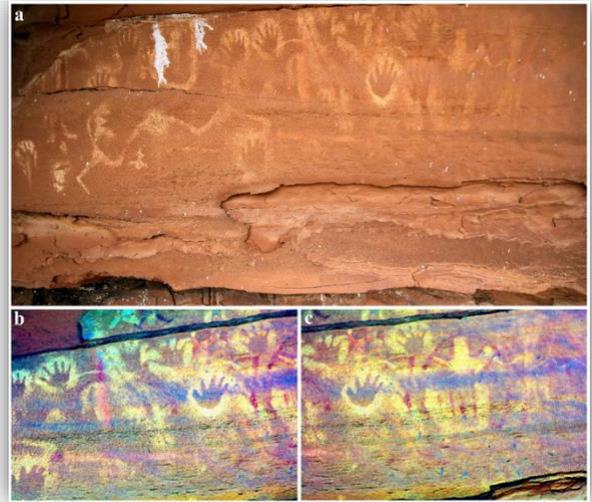
provides a foundational course of study in the liberal arts by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, an vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description: An advanced study of selected works written by Americans who have lived on and written from the margins of American society.

Extended Course Description:

Indigenous people have been in the Americas since the last Ice Age. Since that time, these people have suffered great tragedy and loss as a direct result of colonialism and disease. Their history and culture persist within communities and diaspora due to strong storytellers and immense resilience. Their stories and unique perspectives are a common thread in Indigenous literature. My hope is that this course will orient you to a living people, not one that is extinct, but one that creates beauty and has much to contribute to American literature. A significant aspect of this course will be situating readings in their social, historical, and cultural contexts. We will survey oral histories, autobiographical writings, ethnography, poetry, nonfiction, and fiction.

Additionally, this includes historical and cultural contexts, archaeological data, major themes and issues in contemporary Indigenous literature, literary forms and techniques, and critical essays.



Course Learning Outcomes: Upon completion of the course students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts.
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Required Foundational Explorations Key Assignment: Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Prerequisite(s): Fulfillment of the College Composition requirement, [LIT 2000](#), and Junior or Senior standing.

Materials Required (*in the order read*):

1. *The Heartbeat of Wounded Knee: Life in Native America (young readers adaptation)*, 2023, by David Treuer (Ojibwe from the Leech Lake Reservation in northern Minnesota); ISBN: 9780593372579
2. *Calling for a Blanket Dance*, 2022, by Oscar Hokeah (Cherokee Nation and the Kiowa Tribe of Oklahoma from his mother's side and has Mexican heritage through his father); ISBN: 9781643753911
3. *Storyteller*, 1981, by Leslie Marmon Silko (Laguna Pueblo); ISBN: 9780143121282
4. *There, There*, 2018, by Tommy Orange (Cheyenne and Arapaho); ISBN: 9780525520375
5. *Women of Light*, 2022, by Kali Fajardo-Anstine (Plains tribes); ISBN: 9780525511328

**While digital copies of some of these texts exist, it's preferable to purchase the hard copy so that you can annotate the text as you read it and so you can easily reference the text during quizzes.*

Additional readings will be posted to Canvas and shared with you (you'll need to print these out and bring them with you to class the day they are discussed)

Please bring a notebook and writing utensil to each class to take notes, as well as the book that will be discussed for that class period.

Example of Weekly Expectations: By each Monday morning, a new Canvas module will be available on Canvas and will consist of content for students to review, study, and/or complete.

- Read:

- Assigned books chapters or pages from required texts, and any additional supplemental materials.

- Attend/Participate:

- Weekly lectures, activities, & discussions
- **Complete:**
 - Oral Journals
 - Notes on readings to participate in class discussions & for Reading Quizzes.

Grading Breakdown:

	Points	Percentage
Oral Journals (x15)	75	7.5%
Reading Quizzes (x15)	75	7.5%
Discussion Lead (x1)	100	10%
Community Engagements (x2)	100	10%
Participation & Professionalism (x15)	300	30%
Literary Research Essay <ul style="list-style-type: none"> • Proposal (50) <i>due Week 4</i> • Annotated Bib. (50) <i>due Week 6</i> • Rough Draft (50) <i>due Week 12</i> • Final Paper (150) <i>due Week 15</i> • Indigenous Voices Showcase <i>due Finals Week</i> 	300	30%
Foundational Education Signature Assignment	50	5%
Total	1000	100%

The Grading Scale for this class is as follows: A=90%+ (900-1000 points), B=80-89% (800-899 points), C=70-79% (700-799 points), D=60-69% (600-699 points), F=59% or below (<599 points).

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In LIT 3052, all of the class content, including that which may be intellectually or emotionally challenging, has been

intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include colonialism, generational trauma, racism, and politics. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Literature, and I will support you throughout your learning in this course.

Trigger Warning*

In addition to intellectually challenging content, we will cover a variety of topics, some of which you may find triggering. These topics include alcoholism, domestic abuse, poverty, and trauma. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material.

Course Requirements

Reading/Reading Quizzes: Dates for the readings are clearly indicated on the schedule. Complete all reading prior to the class session when the text will be discussed. Students will be expected to read and annotate (take notes in the margins) all assigned course readings for your own learning. There are a total of **15 reading quizzes** throughout the semester that will **total 75 points**. Quizzes are timed (15 minutes) and students may use their reading notes.

Oral Journals: There will be weekly assignments that will take the form of oral journals or “OJ’s”. These will require students to upload 3-5 minute videos via Canvas. Oral histories and stories are a cornerstone of Indigenous voices, literature, culture, and experiences. With that in mind, students will record themselves reading a favorite passage from the assigned readings. Respond to the passage, talk about why they chose it, and what they think is important or interesting. Focusing on formal elements, style, and/or themes is encouraged. Lastly, students will create a single PowerPoint or Google slide for their videos--this can include anything from images or bullet points. There should be **a total of 15 OJs**. This weekly assignment is due every Sunday by 11:59PM. *For those leading discussion, their OJ is optional or extra credit.*

Indigenous Community Engagements: We can be vital actors in creating dialogue, bridging communities, and enacting real change, with those goals in mind, course requirements require you to attend **at least two** Indigenous community events (multiple encouraged but not required). A list of community engagement events scheduled during this semester is available on Canvas, but you may attend others with instructor approval. These are meant to expose students to community engagement, collaboration, plan implementation, and diverse lived experiences. You

will write a two-page reflection on the experience/event. **Each one is worth 50 points** and are due before the end of the semester.

Participation & Professionalism: Includes a weekly commitment to being engaged with material and conducting yourself professionally. Aspects of this include attending class at least 90% of the time, being prepared, familiar with course policies, being respectful, and helpful to your classmates, paying attention and being on-task, and working well as part of a team. For a full rubric, see Canvas “files”. There will be **class discussions** throughout the semester pertaining to the Student Learning Outcomes that will count towards Professionalism. Students are to come prepared and thoughtfully participate in a respectful academic discussion with the class. I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of an emergency, please contact me as soon as possible to discuss possible accommodations.

Discussion Leads: Students will **lead one discussion** with a partner worth **100 points**. For those not leading, students **must** come to class and participate in discussion. Assigned groups will be required to read, watch, or listen to assigned discussion materials, and present major themes to class, and provide relevant debate/discussion on course topics.

Final Research Based Essay: Write a research-based essay. All projects include a Proposal, Annotated Bibliography, Rough Draft, and Final Paper. Students will be required to meet with the instructor early in the semester to discuss their desired topic and research design. Detailed rubric and instructions available on Canvas. There are two “pathways” options for students to opt into:

Option A: Relate one of the class texts to your chosen academic major and how its themes or content can contribute to your chosen field of study. Describe your chosen major and potential career pathways. Consider 2-3 areas of growth or research areas within your field. Do these areas consider Indigenous voices or knowledge? Why might an Indigenous perspective be beneficial. What does Post-Colonialism mean and what does it have to do with your field? You will be required to read and cite 8-10 additional texts including one of the class authors to develop a research-based interpretation of a theme, idea, or aesthetic applicable to your major.

Option B: Choose an Indigenous group, tribe, culture, people, etc. from the Americas and read 8-10 additional texts about or by members of your chosen group. Provide some historical and geographical context of the group. Discuss their traditions and values. How have they been affected by colonialism? What are some common themes authors discuss in their writing or events/history they use to inspire their work? Lastly, how does your chosen group contribute to the body of American literature in terms of genre, context, and/or style.

Required Foundational Explorations Key Assignment: Choose one work from our course readings that has impacted your understanding and empathy for cultural perspectives to some degree and write a response to a previously provided prompt (see canvas). This 2-3 page double-spaced essay should be thesis-driven, elaborated by reasons, and supported by textual evidence from the work itself. This *Key Assignment* is a departmental requirement and assessment for your intercultural knowledge and competence of Indigenous experiences and literature. The essay is

worth a total of 50 points, and students will be *allowed to complete it at home* before Finals Week and *submit it online*. For full instructions and a rubric, please see the Canvas course page.

GENERAL COURSE POLICIES

Turning in Assignments, Late Work, & Make-Up Assignments

All assignments must be turned in on Canvas by the deadline specified on Canvas. Late assignments are those turned in any time after the specified due date. Late assignments will lose 10% for each calendar day they are late. Late assignments will not be accepted after a week from the due date unless an instructor exception is given. It is your responsibility to ensure that your assignment is uploaded to Canvas on the day it is due. I will not accept late homework, and missed in-class work and quizzes cannot be made up.

Methods of Instruction

This class is interactive and discussion based. So you'll need to come to class prepared to talk and write about the literary texts we're reading and contribute to and lead discussions, small groups, and peer reviews. You can only understand what is happening during our classes if you have done the reading beforehand, and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class activities, and keep up with all of the assigned reading and writing will succeed in this course.

Canvas

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the Course Schedule throughout the semester. If the Course Schedule is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

Canvas Support

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions, please let me know. If you are unsure how to use any given feature in Canvas, please let me know immediately. If we cannot troubleshoot together, you will find the Canvas Guides to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at oit@pointloma.edu. Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are helpful.

PLNU Email

Students must regularly check their PLNU email account for updates on assignments and scheduling.

Respect

Practice basic respect and consideration toward your peers and professor. There will likely be some tricky moments in this class because the literature we read may bring up some conversations about sensitive issues, challenging topics, and difficult language. Remember that we are interested in inquiry, especially critical inquiry, not in establishing one common view. Students who do not actively pay attention and participate in class and will lose participation points.

Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Personal Needs

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

Classroom Conduct: It is a requirement for this course that all students act in a respectful, civil, and professional manner at all times and that they do not engage in behaviors that disrupt the learning environment. This includes arriving on time, completing work in a timely and professional manner, following instructions from the professor, and adhering to course deadlines. The expression of different views, spirited debate, and disagreement are an expected and supported part of the course, **but** disrespectful, demeaning, degrading, hateful, harassing, abusive, profane, vulgar, lewd, personal attacks, name-calling, dismissive gestures, and similar kinds of behaviors, whether they be verbal, physical, or of any other nature, will not be tolerated, nor will any other activities and behaviors that fundamentally disrupt the classroom and/or the learning environment. Failure to abide by the classroom behavior rules may result in your immediate dismissal from the class. Repeated violations may result in permanent dismissal from the course and a failing grade. Any participant in the course who acts in a way the instructor believes violates these conduct rules, or in any other way disrupts the learning environment and/or creates an environment that is hostile and/or not conducive to learning or a positive learning environment, will be warned and/or asked to leave the class immediately.

This syllabus may be subject to change due to unforeseen circumstances. I will provide at least a week notice or extension in most circumstances

LIT 3052-1: Spring 2024 Course Calendar			
Day	Topic	Activity	Required Reading
Week 1			
Tuesday, January 9 th	Syllabus Review Introduction to Indigenous Voices *Sign up for a day to lead discussion!	Indigenous Land	Read Syllabus
Thursday, January 11 th	Discussion Day! *Sign up for a meeting time to discuss Literary Essay topics! See Canvas	RQ 1	Treuer 2022: Prologue – Pg. 51
Week 2			
Tuesday, January 16 th	“The Indian Problem” – Western Expansion: Identity, Social & Political Issues *Pick a research pathway! See Syllabus	Research & Resources I	Boas 1930
Thursday, January 18 th	Discussion Day!	RQ 2	Hokeah 2022: Pg. 1 – 82
Week 3			
Tuesday, January 23 rd	“Fighting Life” Skills: <i>Collaboration & Bibliography</i>	Research & Resources II	<i>Little Choice for the Chumash</i>
Thursday, January 25 th	Discussion Day!	RQ 3	Hokeah 2022: Pg. 83 – 155
Week 4			
Tuesday, January 30 th	Native American Renaissance I		<i>Traditions of the Arapaho</i>
Thursday, February 1 st	Discussion Day! *Literary Research Essay Proposal due	RQ 4	Hokeah 2022: Pg. 156 – 201
Week 5			

Tuesday, February 6 th	Native American Renaissance II: “The Sovereignty Surge”		<i>Traditions of the Arapaho</i>
Thursday, February 8 th	Discussion Day!	RQ 5	Hokeah 2022: Pg. 202 – 255
Week 6			
Tuesday, February 13 th	What it Means to be Indian? Native American Violence		<i>Colonial Genocide in Indigenous North America</i>
Thursday, February 15 th	Discussion Day! *Literary Research Essay Annotated Bibliography due	RQ 6	Silco 1981: Pg. 1 – 89
Week 7			
Tuesday, February 20 th	Indigenous Language Diversity: Revitalization	Language Application	Baldwin 2022
Thursday, February 22 nd	Discussion Day!	RQ 7	Silco 1981: Pg. 90 – 172
Week 8			
Tuesday, February 27 th	Indigenous Knowledge		<i>Braiding Sweetgrass</i>
Thursday, February 29 th	Discussion Day!	RQ 8	Silco 1981: Pg. 173 – 201
Spring Break March 4 th – 8 th			
Week 9			
Tuesday, March 12 th	Rez Life	<i>Reservation Dogs</i>	<i>Lone Ranger and Tonto Fistfight</i>
Thursday, March 14 th	Discussion Day!	RQ 9	Silco 1981: Pg. 202 – 256
Week 10			
Tuesday, March 19 th	Storytelling		<i>Stories of the People</i>

Thursday, March 21 st	Discussion Day!	RQ 10	Orange 2018: Prologue – 97
Week 11			
Tuesday, March 26 th	Storytelling		<i>Stories of the People</i>
Thursday, March 28 th	Discussion Day!	RQ 11	Orange 2018: Pg. 98 – 196
Easter Recess March 29 th – April 1 st			
Week 12			
Tuesday, April 2 nd	Storytelling	Peer Review	<i>The Verbal Art of Mabel McKay</i>
Thursday, April 4 th	Discussion Day! *Literary Research Essay Rough Draft Due	RQ 12	Orange 2018: Pg. 197 – 290
Week 13			
Tuesday, April 9 th	Contemporary Indigenous American Literature: Loss of Stories & Memory		<i>Weaving the Dream</i>
Thursday, April 11 th	Discussion Day! *Last day to turn in Community Engagements	RQ 13	Fajardo-Anstine 2022: Part 1
Week 14			
Tuesday, April 16 th	Contemporary Indigenous American Literature: Multi- generational saga		Basso 1988
Thursday, April 18 th	Discussion Day!	RQ 14	Fajardo-Anstine 2022: Part 2
Week 15			
Tuesday, April 23 rd	Indigenous Politics & Policy		Fajardo-Anstine 2022: Part 3

Thursday, April 25 th	Discussion Day! *Literary Research Essay Final Draft due at 11:59pm via Canvas	RQ 15	Fajardo-Anstine 2022: Part 4
Finals Week: May 1 st – 3 rd Final Exam: Liberty Station, Rm. 207, Thursday, 4:30-7:00 PM			

*RQ = Reading Quiz