COURSE DESCRIPTION

This course will be a brief survey of literature by the indigenous peoples of the Americas. We will read several short stories, novels, poems, and essays. This course is organized historically: the literature will coincide roughly with important periods such as policies of Indian removal, assimilation, reorganization, and self-determination.

In addition, this course emphasizes the concept of representation of indigenous people in native texts. Students will be asked to consider how texts by both indigenous and non-indigenous authors represent various issues, for example, “race,” social class, gender, power, motherhood, and success.

Major goals in this class:

- For students to understand and use basic literary ideas and terminology in their understanding of texts.
- For students to articulate how the literature reflects the changing circumstances of tribal peoples through history.
- For students to understand the theory, practice, and problems of indigenous writers who argue for different kinds of equality.
- For students to be able to articulate positions on the problems of representation – by both indigenous and non-indigenous writers – of indigenous people in literary texts and in the United States more generally.

PREREQUISITES

- Students must have junior standing at UWM to take this course

COURSE READINGS

Available through e-Campus as new, used, or borrowed texts with free, two-day shipping:
http://uwm.ecampus.com/

<table>
<thead>
<tr>
<th>Isbn: 978-0-8032-5873-0</th>
<th>Isbn: 9780140089370</th>
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</thead>
<tbody>
<tr>
<td>Eastman, Charles Alexander.</td>
<td>Welch, James</td>
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<tr>
<td>From the Deep Woods to Civilization</td>
<td>Fools Crow</td>
</tr>
<tr>
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<td>Publisher: Penguin</td>
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<thead>
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<th>Isbn: 9780826328090</th>
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<tr>
<td>Carter, Forrest</td>
<td>Erdrich, Louise</td>
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<tr>
<td>The Education of Little Tree</td>
<td>The Round House</td>
</tr>
<tr>
<td>Publisher: Univ of New Mexico Pr</td>
<td>Publisher: Perennial</td>
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GRADES

There are four types of graded assignments for this course:
1. Quizzes (35 percent)
2. Class response (35 percent)
3. Midterm and final exams (20 percent total)
4. Short three-page paper (10 percent)

Students are graded on the following percentage scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96 and above</td>
</tr>
<tr>
<td>A minus</td>
<td>90 – 95</td>
</tr>
<tr>
<td>B plus</td>
<td>86–89</td>
</tr>
<tr>
<td>B</td>
<td>83–85</td>
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<tr>
<td>C plus</td>
<td>80 – 82</td>
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<tr>
<td>C</td>
<td>76–79</td>
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<tr>
<td>C minus</td>
<td>73–75</td>
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<tr>
<td>D plus</td>
<td>70–72</td>
</tr>
<tr>
<td>D</td>
<td>66–69</td>
</tr>
<tr>
<td>D minus</td>
<td>63–65</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

QUIZZES – 35 percent

At the beginning of each class, students will take a short quiz about the reading assignment. These quizzes will be comprised of factual questions about the readings.

CLASSES RESPONSES – 35 percent

At the end of each class, students will respond to a question about the issues discussed during class.

Each class response is comprised of three parts:
2 points: Answer the question about the issue
1 points: Example
1 points: Example

SHORT PAPER – 10 percent

This short paper will be due April 20, 11:59pm. Please place your paper in the dropbox provided on the D2L site.

This paper asks that you discuss the representation of an issue in a specific literature text. For example, you may discuss how James Welch’s Fools Crow represents success, or how Louise Erdrich’s The Round House represents justice.
Your task is to find all examples of these issues in the texts and then analyze these examples, finding patterns or similarities/differences, for example.

You will receive detailed instructions in the weeks before the paper is due.

MIDTERM – 10 percent and FINAL EXAM – 10 percent

These exams will be comprised of the exact questions from the quizzes and the class responses.

Your final exam is scheduled for Saturday, May 12, 10:00 am – noon, Curtin 118.
STUDENTS WITH DISABILITIES

I encourage students with disabilities to contact the Accessibility Resource Center (http://uwm.edu/arc/).

I am happy to provide whatever accommodations the Student Accessibility Center recommends that will allow you to participate fully and to perform well in this course.

HELP WITH STRESS

Here are some resources if you or someone you know needs help:

Norris Counseling and Consultation Services (weekday business hours, only) – 414-229-4716
   The Norris Health Center is open between 8 am and 4:45 pm Monday through Thursday and between 9 am and 4:45 pm on Friday. With the exception of urgent situations, please phone 414-229-4716 to make an appointment in advance.

Students who are currently enrolled for class credits at UWM and have paid the student segregated fee are eligible for services at no cost.

   For students who have urgent needs that are not immediately life threatening, brief screening sessions are provided to help stabilize the situation and determine what further services may be necessary. A Norris Health Center counselor is on-call from 8:00 am – 4:00 pm Monday through Thursday and from 9:00 am – 4:00 pm on Friday. An appointment is not necessary, but there may be a wait to be seen if the counselor is occupied with another student at the time of your arrival.

Additional information about mental health resources for students on and off-campus can be found here: UWM Mental Health Resources-For Students, http://uwm.edu/mentalhealth/

For some, the stress experienced can be quite severe. If you or someone you know is feeling suicidal, below are some additional resources:

   Columbia-St. Mary’s Emergency Services (24/7) – 414-291-1200 Milwaukee County Crisis Line (24/7) – 414-257-7222
   National 24/7 Suicide Prevention Hotlines:
   National Suicide Prevention Lifeline (24/7) – 1-800-273-TALK (8255) (TTY Accessible – 1-800-799-4TTY)
   Trevor Lifeline for LGBTQ (24/7) – 1-866-488-7386 Veterans Crisis Line (24/7) – 1-800-273-TALK, Press 1

ACADEMIC HONESTY

Student academic misconduct procedures are specified in Chapter UWS 14 and Faculty Document No. 1686 and can be found at http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm
The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult with your instructor. Do not cut and paste anything from intern sources for this class. Do not pass off information as your own from other texts or web pages by cutting and pasting or by altering them in such a way as to avoid search detection. Students who engage in plagiarism will receive a recommendation of a failing grade for the course.

INCOMPLETE POLICY

Students may receive “incompletes” in the cases of documented health emergencies or other catastrophic, documented emergencies.

This course will also comply with UWM’s incomplete policy:

An Incomplete may be given to a student who has carried a subject successfully until near the end of the semester but, because of illness or other unusual and substantiated cause beyond that student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An Incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above.

A course marked Incomplete must be completed during the next succeeding semester, excluding summer sessions and UWinteriM. If the student does not remove the Incomplete during this period, the report of “I” will lapse to “F.” It is the student’s responsibility to work with his/her instructor regarding course completion.

UNIVERSITY POLICIES University policies may be found at the following web address:
http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf
Syllabus Links

1. **Students with disabilities.** Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. [http://uwm.edu/arc/](http://uwm.edu/arc/)

2. **Religious observances.** Accommodations for absences due to religious observance should be noted. [http://www4.uwm.edu/secu/docs/other/S1.5.htm](http://www4.uwm.edu/secu/docs/other/S1.5.htm)

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: [http://uwm.edu/active-duty-military/](http://uwm.edu/active-duty-military/)

4. **Incomplete.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. [https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf](https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf)

5. **Discriminatory conduct.** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

6. **Title IX/Sexual Violence.** Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: [https://uwm.edu/sexual-assault/](https://uwm.edu/sexual-assault/)

7. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

8. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. [https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf)

9. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)

10. **LGBT+ resources.** Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. [http://uwm.edu/lgbtc/](http://uwm.edu/lgbtc/)

11. **Other.** The final exam requirement, the final exam date requirement, etc. [http://www4.uwm.edu/secu/docs/other/S22.htm](http://www4.uwm.edu/secu/docs/other/S22.htm)
Syllabus Addendum:
Credit Hours

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes “that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours” (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

If this is a **traditional, or face-to-face** course, you will spend a minimum of
- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is an **online** course, you will spend a minimum of
- 37.5 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

If this is a **hybrid** course, you will spend a minimum of
- 18.75 hours in the classroom
- 18.75 hours reviewing instructional materials prepared by your instructor and placed online
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

**Notes**
- The breakdown above is for a standard 15-week semester. In a 16-week semester, the numbers breakdown above changes as follows. Traditional: 40 hours in classroom, 80 for preparation, 24 for papers and exams; online: 40 hours of online instruction, 80 for preparation, 24 for papers and exams; hybrid: 20 hours in classroom, 20 for online instruction, 80 hours for preparation, 24 for papers and exams. Again, these are minimums.
- UWM Credit Hour Policy, University of Wisconsin-Milwaukee Faculty Document No. 2838, can be found at [https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf](https://www4.uwm.edu/secu/docs/faculty/2838_Credit_Hour_Policy.pdf).
- UWS ACPS 4, the University Of Wisconsin System Policy On Academic Year Definition And Assorted Derivatives, can be found at [http://www.uwsa.edu/acss/acps/acps4.pdf](http://www.uwsa.edu/acss/acps/acps4.pdf).
COURSE ASSESSMENT

GER Humanities Syllabus Language Department of English

General Education Requirement
This course meets the criteria for General Education Requirement Humanities credit at UWM by addressing “questions, issues and concepts basic to the formation of character and the establishment of values in a human context; ... induc[ing] an organic study of letters and knowledge; [and providing] literary, aesthetic and intellectual experiences which enrich and enlighten human life,” as specified in UWM Faculty Document No. 1382. The course uses humanistic means of inquiry, including critical use of sources and evaluation of evidence, judgment and expression of ideas, and organizing, analyzing and using creatively substantial bodies of knowledge drawn from both primary and secondary sources. In addition to addressing other GER Humanities criteria, the course introduces substantial and coherent bodies of historical, cultural and literary knowledge to illuminate human events in their complexities and
varieties, and enhances appreciation of literary and other arts by thoughtful, systematic analyses of language and artifacts such as novels, stories and films.

UWM seeks Essential Learning Outcomes throughout the undergraduate curriculum in four key areas: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Personal and Social Responsibility; and Integrative Learning. GER courses in particular contribute to these learning outcomes. Student work in GER courses is assessed individually for course-specific outcomes and goals, and holistically as part of departmental self-assessment of learning outcomes throughout the major.

**Grading and Assessment**

In English 372, students will demonstrate learning outcomes in “Knowledge of Human Cultures” and in “Intellectual and Practical Skills”: by engagement with key questions in literary and other cultural artifacts, and by producing written literary or cultural analysis that reflects thoughtful, informed engagement with source material and standards of evidence and argumentation in humanistic disciplines. This outcome will be assessed through review of papers written in the course, a requirement of all English GER courses, via the rubric which appears on the following page.

<table>
<thead>
<tr>
<th>Content</th>
<th>Organization</th>
<th>Mechanics &amp; Editing</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Highly original. Clear thesis and argument. No factual or logical inaccuracies. Minimal summary; uses evidence, not opinion; represents secondary sources accurately.</td>
<td>Well-organized, even at paragraph level. Reader led through a logical sequence; paper stays on topic.</td>
<td>Accurate use of citation conventions. Virtually no mechanical or formatting errors.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Less original; may have minor factual errors. May use secondary sources uncritically or with mild inaccuracy.</td>
<td>Well-organized, but structure sometimes disjointed. Goes off-topic on occasion.</td>
<td>Some awkwardly worded passages. Some errors, but not enough to distract the reader.</td>
</tr>
<tr>
<td>C</td>
<td>Relies more on summary than original interpretation or argument. Restates common or familiar arguments or interpretations uncritically. Secondary sources do not clearly</td>
<td>Basically well organized, though individual paragraphs may be disunified or misplaced. Logical and apparent plan overall.</td>
<td>More frequent awkwardness, with distracting errors, although meaning is clear. Citations improperly</td>
</tr>
</tbody>
</table>
contribute to or support the argument, or may be presented inaccurately.

formatted or absent.

No original contribution; restatement or misstatement of the ideas of others. Doesn’t interpret, but just repeats or reports.

Poor organization; reader has little sense of a plan even though a thesis or main point is recognizable.

Some sentences may be so confused that their meaning does not clearly emerge.

Words may be imprecise, incorrect, trite, or vague. In general, however, the paper is understandable.

Lacks clear thesis or point.

Language muddled and unclear in several spots.

Highly distracting mechanical errors.

Shows little care or attention to detail on the part of the author.

GER Course Assessment

All GER courses in the Department require significant student writing, including papers of varying length. The Department samples GER courses in each semester, including primarily papers from the required ENG 215 course, evaluating them on a holistic scale, according to the following rubric:

1. Work does not meet disciplinary standards for critical analysis, evidence-based argument, and interpretation of literary or cultural artifacts. Work does not meet expectations for clarity of thought and language, and for edited academic prose. Work does not show student awareness of conventions for analysis and expression.
2. [Work quality falls between 1 and 3]
3. Work shows some awareness of conventions for analysis and expression but may contain distracting errors. Work meets some disciplinary standards for critical analysis, evidence-based argument, and interpretation of literary or cultural artifacts, but inconsistent in doing so. Work meets some expectations for clarity of thought and language, and for edited academic prose, but is inconsistent in doing so.
4. [Work quality falls between 3 and 5]
5. Work meets most or all expectations for analysis and interpretation, argues from evidence, and is written clearly and without significant mechanical errors, showing student awareness and achievement the learning outcomes for the course.

Numeric scores are used to generate snapshots of how well GER courses meet the department’s stated learning outcomes and what, if anything, needs to be altered when the course is next offered.
MINORITY CULTURAL DIVERSITY IN AMERICA

English 372, “Introduction to American Indian Literature,” focuses on the life experiences of American Indians as represented in literature. Each of the literary texts in this class offers themes, stylistics, and specific cultural elements for students to analyze and to understand. Furthermore, the course will take a careful look at perspectives, world views, methodologies, and philosophic constructs which American Indian peoples use to describe, explain and evaluate their life experiences over time. As a consequence, English 372 will enhance and extend the student’s ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations about American Indian cultures and their own.

Cultural Diversity: Race, Ethnicity, and Diversity in the United States includes courses that focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

1. Explain how your course fits with the above definition.

English 372, “Introduction to American Indian Literatures,” focuses on the literary works of American Indians authors. The literary texts in this class offer culturally-specific themes, stylistics, philosophies, and narratives for students to understand and to analyze, offering the potential for students to gain transcultural experiences about different groups of peoples.

2. Explain how your course will teach students to understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their life experiences over historical time. (This is Cultural Diversity GER criterion 1.)

This course examines fictional and non-fictional texts written by American Indian writers over the course of American history from the 18th century to the 21st century. Because these texts are specific to particular indigenous cultures, they offer particular insights into the philosophical, religious, social, literary, and governmental perspectives of these cultures.

3. Select a second criterion from the “Cultural Diversity Criteria” file and explain how your course will allow students to achieve that learning outcome.
This course addresses this second criterion: “investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences.” The literature from American Indians frequently engages the changing perspectives of non-Indian Americans, including critiques of oppressive discourses and policies that arise from colonialized attitudes about “race” and culture. American Indian writers frequently argue for equality with non-Indian people with respect to “race,” culture, governance, art, and other human endeavors.

4. Identify a project or assignment through which students will achieve each of the above learning outcomes. You may use the same assignment for both, if appropriate.

This class asks students to identify a specific argument or sub-argument in a section of a published writing from a professional journal about a particular ethnic minority writer. To accomplish this assignment, students must be well versed in the writing, stylistics, and cultural and historical background of the ethnic minority author. Students must also have a transcultural awareness and understanding of how oppressive discourses based on “race,” culture, and gender, for example, may influence the ethnic minority writer, the author of the published piece, or their own subject positions in their writing.

5. Explain how you will use the project or assignment to determine if students achieved each of the learning outcomes. Identify the standards and/or submit a rubric* that illustrates how the assessment will be measured.

All Cultural Diversity courses in the Department require significant student writing, including papers of varying length. The Department samples Cultural Diversity courses in each semester, evaluating them on a holistic scale, according to the following rubric:

2. work does not demonstrate the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

3. work attempts, but largely does not demonstrate the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

4. work demonstrates mixed success with respect to the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;

5. work largely demonstrates the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations;
5. Work is highly successful in demonstrating the ability to conceive and perceive transcultural similarities and dissimilarities, and make sound empirical as well as normative generalizations.

6. Select one goal from the “UW System Shared Learning Goals” file to which your course is applicable, and explain why that is the case. Indicate how you will assess the achievement of that Learning Goal.

English 372 addresses the following UWM System Shared Learning Goal: “Critical and Creative Thinking Skills including inquiry, problem solving, and higher-order qualitative and quantitative reasoning.” Critical thinking is fundamental to almost every aspect of this course. Students are required not only to learn information about ethnic minority peoples in this class; they are also required to identify intellectual arguments, to evaluate the strengths and weaknesses of these arguments based on evidence and analysis, and to explain the relevance of these arguments to contemporary issues. Students must demonstrate these critical thinking skills in writing assignments in every unit and for each essay they submit if they wish to pass the course.

*A rubric is a scoring tool that is used to assess student learning. It identifies a set of criteria, and standards for each criterion, that are tied directly to the stated learning objective and that can be used to assess each student’s performance.*