I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>I.2 and Group X</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS</td>
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<tr>
<td>Course #</td>
<td>202</td>
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<tr>
<td>Course Title</td>
<td>Oral and Written Traditions</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Angelica Lawson</th>
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<tbody>
<tr>
<td>Phone / Email</td>
<td>243-5838</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course will introduce students to texts from Native American oral traditions and explore the influence of these texts on the poetry and fiction of contemporary Native American authors. This course emphasizes the cultures from which these Native American authors are writing, highlighting the historical and political contexts they may be addressing. The course is meant to be introductory and foundational in terms of helping students to learn how to think and write critically about literature, and to help them better understand the diversity of this nation.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
This course meets the criteria for a lower division “W” course (I.2) in that there is a major focus on writing and improving student writing. In addition, over 60% of the student’s grade is based on writing assignments.

This course meets the Group X criteria, in that by introducing the students to the oral and written traditions of several Native American nations, it will focus upon “first peoples” and their descendants who derive their cultural communal identities from their long-standing and/or historical habitation of particular places. These indigenous texts (oral and written) reveal a great deal about those cultural place-based identities, and students will learn to read and write critically about what they learn. In studying the oral and written traditions of several Native American nations, as well as the historical and political contexts around them, students will gain an appreciation for indigenous peoples, their histories and cultures, and their struggles both to maintain their ways of life and gain equal positions in world spheres of power and change.

### V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

<table>
<thead>
<tr>
<th>Course Breakdown</th>
<th>Learning Goals</th>
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<tbody>
<tr>
<td>10% Attendance and Participation</td>
<td>Upon completion of this course, students will: 1) Place human behavior and cultural ideas into a wider indigenous framework through research on individual tribal nations and discussions of their oral and written works. 2) Demonstrate awareness of the diverse ways humans structure their social, political, and cultural lives due to the emphasis on tribal diversity and indigenous philosophies embedded in the oral tradition. 3) Analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures, which will be brought about by an emphasis on the historical and political contexts surrounding Native American writing.</td>
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<td>10% Group presentation</td>
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<td>10% Research paper</td>
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<td>10% Exam I</td>
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<td>10% Exam II</td>
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<tr>
<td>30% Literary Analysis</td>
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<tr>
<td>20% Revised Literary Analysis</td>
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<tr>
<td>100%</td>
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VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)
**NAS 202: Oral and Written Traditions**  
**Spring 2008**

Professor: Dr. Lawson  
Phone: 243-5838  
E-mail: angelica.lawson@mso.umt.edu  
Office: NAS 201  
Office Hours: TTH 10:30-12:30 & by appointment

### Required Texts

**Books:** Books and ERes should be read by the first day they are listed on the syllabus for discussion

- *Two Old Women* Velma Wallis  
- *The Surrounded* D’Arcy McNickle  
- *The Lone Ranger and Tonto Fistfight in Heaven* Sherman Alexie  
- *Ocean Power* Ofelia Zepeda

**Articles and excerpts:**  
Additional readings will be assigned throughout the course. These will be available through electronic reserves (ERes). The website is: [http://eres.lib.umt.edu/eres/](http://eres.lib.umt.edu/eres/)  
The password for ERes is NASLIT202. You are required to bring these readings to class on the day they are due for discussion (and you should have read them!).

### Course Description:

In this course we will discuss Native American oral traditions and their influence on the poetry and fiction of contemporary Native American authors, emphasizing the cultures from which they are writing, political issues they may be addressing, and their contribution to Native American concepts of resistance and resilience.

### Course Policies:

**Attendance and participation:** Two unexcused absences are allowed. You do not need to notify me if your absence is *unexcused*, but you should find out what you missed from a classmate and see me if you have any questions. Your attendance and participation grade will drop 5% for every unexcused absence thereafter. Excessive tardiness or leaving early will be considered as an absence. Please note: This is called attendance AND participation. If you come to class but sleep, talk to friends, pass notes, listen to head phones, text, etc. you will not receive credit for attending that day. Use common sense and be respectful. Cell phones and headphones are not allowed in class.

Class Participation: Your contribution to the class is important, and you must be prepared and actively involved in every class. Student interaction should be positive and productive, so that we may help each other to better understand the material and related topics. **I expect all students to approach the material with an open mind, and to handle questions and discussions in a mature and respectful manner.**
NAS classes cannot be taken as pass/fail

Papers: All papers must be submitted in MLA format. Late papers will be accepted within two days of the original deadline, but will lose one letter grade per day. I will not accept any papers later than two days without a university or medical excuse.

Makeup exams: Makeup exams are only allowed in the case of a university or medically excused absence, and in some extreme cases I may also excuse an absence. If you miss an exam under any other circumstance you will simply receive a zero for that exam.

Code of Academic Integrity: Submitted work for exams and written papers must be the student’s own work. Submitting another person’s work as your own (whether another student’s or a professional’s) may be grounds for expulsion. Please refer to the most recent catalog for more information.

Incompletes: Incompletes will only be granted in the case of an extreme circumstance or university or medical excuse. The student must discuss this and sign a contract with the instructor regarding due dates in order to receive an incomplete.

Course Breakdown:
- 10% Attendance and Participation—this may include quizzes
- 10% Group presentation
- 10% Research paper on your portion of the group presentation (3-4pp)
- 10% Exam I
- 10% Exam II
- 30% Literary Analysis (4-5 pp plus outline and bib. w/ three outside sources)
- 20% Revised Literary Analysis (5-6 pp with three outside sources)
- 100%

COURSE OUTLINE

Week 1
8/26 Introductions; review syllabus; course policies
8/28 Native American oral literatures [Reading due: Bol on ERes]

Week 2
9/2 Oral literatures
9/4 Oral literatures

Week 3
9/9 Oral literatures
9/11 Group Two Old Women presents

Week 4
9/16 Discuss: Two Old Women
9/18 Discuss: Two Old Women
Week 5
9/23 Early Native American Lit; **Group Boarding Schools presents** [readings: Eastman, Zitkala-Sa on ERes]
9/25 Policy lecture; **Group Surrounded Presents**

Week 6
9/30 Discussion: *The Surrounded*
10/2 Discussion: *The Surrounded*

Week 7
10/7 **Exam I**
10/9 Native American Literary Renaissance

Week 8
10/14 Native American Literary Renaissance [readings: Silko, Welch, Momaday]
10/16 **Group Lone Ranger Presents**

Week 9
10/21 Discussion: *Lone Ranger and Tonto Fistfight in Heaven*
10/23 Discussion: *Lone Ranger and Tonto Fistfight in Heaven*

Week 10
10/28 *Smoke Signals* (screening)
10/30 Discussion: *Smoke Signals*

Week 11
11/4 **Election Day—no classes**
11/6 Discussion: *Smoke Signals*, **Literary Analysis due**

Week 12
11/11 **Veterans Day—no classes**
11/13 **Group Language Presents**

Week 13
11/18 **Group Ocean Power presents**
11/20 Discussion: *Ocean Power*

Week 14
11/25 Discussion: *Ocean Power*
11/27 **Thanksgiving Break—no classes**

Week 15
12/4 **Exam II**
12/6 Wrap up, **Revised literary analysis due in class**

Week 16: Finals Week: Meeting time to be announced
* Please note this outline may change as needed.

NAS 202 Lawson

Group Presentations

Group presentations provide some background and context for class readings. In addition to my lectures which provide historical context, information on additional authors, and literary analysis, group presentations (made by the students) are meant to enhance our discussions and readings of the texts for this class. For example, the first presentation on *Two Old Women* given early in that unit’s discussion will help us to better understand some of the concepts expressed in the author’s work. Additional presentations, such as the one on boarding schools will provide a broader understanding of the history and policy that lead to boarding schools, and the effects they had on Native people. **Presentations are given before the book is due in class to help your classmates gain deeper meaning while they read.** Do not assume your classmates have read the text before your presentation—they may have not.

I must emphasize three things! This is a **research project**—you must do research in order to do well. It is also a **group presentation**—you must work with your group! It is also a **professional presentation**, dress appropriately and use professional language.

**Requirements**

Each presentation should be **20-30 minutes** and include information on the following:

- Author biography
- Brief history of the nation emphasized in book (timelines are useful here)
- Culture (this is different from history—if you don’t know the difference ask me)
- Analysis of a single theme present in the book

You should assign one group member to each topic. If you have more than four group members see me.

The boarding school and language presentations should provide an overview as well as specific examples (see me for further instruction).

All group members must participate in the planning, research, and presentation of the project. You will receive a group grade, so be sure to work together.

Each individual is required to turn their research paper on the day of their presentation. **Do not plagiarize!**

You must use additional materials in your presentation which may include handouts, timelines, overheads, powerpoint, video, books, etc. Be creative and professional.

**Presentation categories include:**

* Two Old Women* Velma Wallis  
* The Surrounded* D’Arcy McNickle  
* The Lone Ranger and Tonto Fistfight in Heaven* Sherman Alexie  
* Ocean Power* Ofelia Zepeda  
* Boarding Schools*  
* Native American Language Revitalization***
*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*