### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group X: Indigenous and Global</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Native American Studies</td>
</tr>
<tr>
<td>Course #</td>
<td>429</td>
</tr>
<tr>
<td>Course Title</td>
<td>Gender Issues in Native American Studies</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>ENLT 301 or NAS 329</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Kathryn Shanley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>5832</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Wade Davies</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
</tr>
</tbody>
</table>

### 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)

Since first contact between European and Indigenous American peoples, a curiosity has existed in each about how the other thinks, feels, and acts. Out of that interest has arisen a rich and varied tradition among Native Americans of telling their life stories or writing their autobiographies as a means of cross-cultural communication of world views and values. Native American autobiography has its own unique, but also shared generic features with other writing traditions. In this course we will study Native American autobiography in order to draw general and basic conclusions about cultural differences and similarities among Native Americans and between Native Americans and other peoples over time. We will cover world views, social systems, religious practices, gender relations, and other aspects of cultural study as time allows.

### 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)

- Provides a cross-cultural comparison of European and Native American world views, social systems, religious practices, gender relations, and other aspects of cultural study;
- Students will broaden their understanding of Indigenous world view perspectives;
- Students will be encouraged to reflect on their own cultural roots, values, and ways of being, in order to empower them to become better global citizens.

### 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)
The student will:
Be able to understand the basic history of the literary genres of American Indian life-writing and as-told-to narratives;
Become familiar with foundational theories related to the study of American Indian autobiography;
Be able to identify at least eight well-known American Indian autobiographers and their works in terms of their philosophical, psychological, political, and social concepts and concerns;
Acquire and be able to compare detailed cultural information about at least four American Indigenous peoples;
Be able to analyze autobiographical texts in terms of their means of production, internal structures, meaning, and significance within their own tribal contexts as well as within the larger field of Native American studies;
Be able to synthesize information about Native American concepts of the self into working definitions of indigenous perspectives;
Improve writing skills through revising essays, discussing elements of style, and analyzing the writing of others.

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

UG NAS 429 / ENLT 429: Studies in Autobiography
Professor Kathryn Shanley, shanleykw@mso.umt.edu

Description: Since first contact between European and Indigenous American peoples, a curiosity has existed in each about how the other thinks, feels, and acts. Out of that interest has arisen a rich and varied tradition among Native Americans of telling their life stories or writing their autobiographies as a means of cross-cultural communication of world views and values. Native American autobiography has its own unique, but also shared generic features with other writing traditions. In this course we will study Native American autobiography in order to draw general and basic conclusions about cultural differences and similarities among Native Americans and between Native Americans and other peoples over time. We will cover world views, social systems, religious practices, gender relations, and other aspects of cultural study as time allows.

Course Objectives:
• To understand the basic history of the literary genres of American Indian life-writing and as-told-to narratives;
• To become familiar with foundational theories related to the study of American Indian autobiography;
• To identify at least eight well-known American Indian autobiographers and their work in terms of their philosophical, psychological, political, and social concepts and concerns;
• To acquire and compare more detailed cultural information about at least four American Indigenous peoples;
• To be able to analyze autobiographical texts in terms of their means of production, internal structures, merit and significance within their own tribal contexts as well as within the larger field of Native American studies;
• To synthesize information about Native American concepts of the self into working definitions of indigenous perspectives;
• To improve writing skills through revising essays, discussing elements of style, and analyzing the writing of others.

Required Texts:

Books:
S.M. Barrett, editor. Geronimo: His Own Story
Philip Deloria. Indians in Unexpected Places.
Francis LaFlesche. The Middle Five.
Linda Hogan. The Woman Who Watches Over the World
Delphine Redshirt. Turtle Lung Woman’s Granddaughter (optional)
N. Scott Momaday. The Names.
Shirley Sterling. My Name is Seepeetza.
Velma Wallis. Raising Ourselves (optional)
Raymond A. Young Bear. Black Eagle Child: The Face-paint Narratives


Course Requirements:

Grades will be based on the following:

Three formal essays (5-6 pp), typed in 12-font, and double-spaced (each worth 20% of your grade due in class on the assigned day. No email submissions allowed without prior permission. Essay #1 will be an autobiographical essay describing your cultural background; #2 & 3 will be analytical and based on the assigned texts. (Worth 20% each)

Essay #2 or #3 will be revised / rewritten and expanded with research to 10-12 pp. (worth an additional 10%).

As part of a team, students will do presentations in class on aspects of a particular cultural group or autobiographer we will be reading and discussing. Students will be expected to develop a handout for students, at least one page in length, single-spaced. Presentations will be graded on clarity of research, evidence of teamwork, quality of hand-out material, use of visual aids, bibliography, overall effort and presentation. Times for presentations must be prearranged, and preferably on the first day of discussion of the text. (10%) Texts & times to be determined.
The Final Examination will be a combination of short essays on the texts and identification. (15%)

At times during the term you will be asked to come up with the questions that will lead class discussion or to write short, informal response papers (one page) on the readings. (5%)

Graduate Students taking the course for graduate credit should meet with the professor early to discuss research interests and end-of-term paper. Graduate credit requires a final research paper (minimum 20 pp.) providing an in-depth treatment of a topic covered generally in the course, a lecture on a cultural and/or historical issue in our study, and the leading 1-2 class discussions on issues related to the course work.

Note: NAS classes may not be taken P/N.

Attendance is required. You have an important part to play in discussions, so please be with the rest of us as we explore these intriguing texts together. If you must miss class, please notify me in advance in writing (by email, a call to my office phone, or a note in my box in NAS) that you will be absent for religious or medical reasons or other special circumstances; I may require make-up work for any missed class period. More than four-hours of absences may result in a reduction of up to a letter grade for the term; and chronic lateness may be counted as an absence.

If you have special needs that require modifications in your learning format, please let me know at the beginning of the term how I can best work with you to accommodate your needs. Participation in class discussions is a basic expectation in the course, as evidence of your having read the assigned work; I reserve the prerogative to factor in pop quizzes if students are not coming to class prepared. Please turn off cell phones; do not engage in text-messaging or electronic game-playing during class.

Please be familiar with the Student Conduct Code, part IV, and follow it. Plagiarism will not be tolerated in this class. The UM Writing Center defines plagiarism as: “submitting someone else’s text as one’s own’ with the intent to avoid doing original work—and misuse of sources—‘carelessly or inadequately citing ideas and words borrowed from another source.’”

Tentative Syllabus:

Week One, 8/27, 29. Introduction to the course and each other. Ways of Seeing, Writing History

Week Two, 9/3 (Labor Day), 9/5. Representations and Body Politics.


N. Scott Momaday, The Names

Week Six, 10/1, 3. Indigenous LifeStory Forms, Shaping Meaning.

Film: Reuben Snake

Week Seven, 10/8, 10/10. As-told-to Autobiographies & Biographies, Then and Now.
S.M. Barrett, editor, Geronimo. 1-111.

Week Eight, 10/15, 17. As-told-to Autobiographies & Biographies, Then and Now.
S.M. Barrett, editor, Geronimo. 113-188. (Essay #2 DUE)

Wednesday: Film: Weavings of Our Grandmothers.

Winnebago Stories (Listen to tapes in class.)

Wednesday: Library Day

Linda Hogan, The Woman Who Watches Over the World

Francis LaFlesche, The Middle Five.

Week Twelve, 11/12, 14. Boarding School Experience.
Shirley Sterling, My Name is Seepeetza.

**Week Thirteen, 11/19, 11/21 (Thanksgiving Break).**

Film: *Where the Spirit Lives.*

**Week Fourteen, 11/26, 11/28. Self and Community: Metaphorical Visions.*


**Week Fifteen, 12/3, 12/5.**

Velma Wallis, *Raising Ourselves.*

**Finals Week: The exam will be at the assigned time in the catalog.**

*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.*