I. ASCRC General Education Form (revised 9/15/09)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
</tr>
<tr>
<td></td>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
</tr>
<tr>
<td>x V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
<td></td>
</tr>
<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences w/ lab □ w/out lab □</td>
<td></td>
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*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Native American Studies</th>
<th>Course #</th>
<th>NAS 235</th>
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</table>

| Course Title | Oral and Written Traditions | Prerequisite | None | Credits | 3 |

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>
<th>Phone / Email</th>
<th>5832</th>
<th>Program Chair</th>
<th>David Beck</th>
<th>Dean</th>
<th>Chris Comer</th>
</tr>
</thead>
</table>

Please type / print name Signature Date

Kathryn Shanley 2/10/14

III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Change</th>
<th>X renew</th>
<th>Remove</th>
</tr>
</thead>
</table>

Reason for Gen Ed inclusion, change or deletion

Introduces students to lit & art study through NAS perspectives.

Description of change

The course has always counted in this perspective; I change about 20% of the materials (substituting similar material) each time I teach it. I have added an interview assignment, which students love.

IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx
Within Native American communities, oral and literary expression takes a wide range of forms from naming stories to novels, from chants to poems, from jokes to cautionary tales, from tribal histories to cautionary tales, and from mythic narratives to personal autobiographies. In this course we will survey many different genres from numerous and diverse cultures, paying as close attention (as time will allow) to the historical specificity of the literature. Although our approach to the subject matter will come primarily from Native American perspectives—that is, voices from individuals from a Native American background—we will also touch upon Western theoretical approaches to the study of oral and written literatures. The knowledge provided will be foundational and introductory; we will discuss how differing worldviews are preserved through oral and written literatures, looking closely at several Native American groups.

<table>
<thead>
<tr>
<th>V. Criteria: Briefly explain how this course meets the criteria for the group. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides foundational knowledge</td>
</tr>
<tr>
<td>Introducing genres related to oral expressive culture: oral performance, poetry, autobiog, storytelling, early short fiction. Students will work together in groups to interview people about intergenerational transmission of knowledge and values, then present their findings to the class. The rest of the class will critique the presentations. The professor will offer critiques of their writing and conferences with them on how to improve.</td>
</tr>
<tr>
<td>Provides introductory knowledge of a range of tribal traditions and given a framework for understanding differences in Native American expressive arts as they have evolved through the centuries. Offers students introductory knowledge to enhance skills in listening and public speaking; interpretation of both oral performance and written texts.</td>
</tr>
</tbody>
</table>

| This course familiarizes students with the values, histories, and institutions of two or more American Indigenous societies through the uses of comparative approaches. |
| The material we will study in this course comes from more than a dozen tribal traditions, with a close focus on Lakota worldview and history as well as on the boarding school narratives from Omaha perspectives. Geographic regions covered include: Alaska, the Southeast, Midwest, Southwest, Northeast, Pacific Northwest, and California. The materials will be comparatively explored through questions about place-centered values, mythologies, histories, and philosophies, in addition to cross-cultural contact with non-Indigenous peoples. Paper topics will prompt students to reflect on the comparative cultural questions. |

<table>
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<tr>
<th>VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: <a href="http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx">http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx</a></th>
</tr>
</thead>
</table>
Upon completion of this perspective students will be able to:

Express themselves in the making of an original work or creative performance;

Understand the genres and/or forms that have shaped the medium; and

Critique the quality of their own work and that of others

This will be accomplished through the following activities:

1. The initial writing assignment, in particular, encourages self-exploration and – express (autobiog); interviewing another and presenting findings orally foster creativity;

2. The students read three texts: myths and stories; a classic autobiog; an autobiog dealing with boarding school experience, and; other stories, fictional and autobiog, in addition to reading in class select poetry.

3. Students will critique the oral presentations with guidelines to foster increased understanding of oratory. Students will be required to revise one essay and the option of revising others. Introductory skill acquisition relative to proper form in writing & speaking are built into the course.

| VII. Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s). | No prerequisites. |

| VIII. 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 | |
NATIVE AMERICAN STUDIES 235  
Oral and Written Traditions in Native America  
Meets Gen Ed Perspectives V (Literary and Artistic)  
TTh. 2:10 – 3:30

Professor: Kathryn Shanley  
Phone: 5832  
Email: kathryn.shanley@umontana.edu  
Office: NAC 203C  
Office Hrs: Weds. 2-4, Tues. 1-2, & by appt.

Catalog Description  
Analysis of oral traditions of Native Americans including a study of the literary works of leading American Indian writers.

Course Description  
Within Native American communities, oral and literary expression takes a wide range of forms from naming stories to novels, from chants to poems, from jokes to cautionary tales, from tribal histories to cautionary tales, and from mythic narratives to personal autobiographies. In this course we will survey many different genres from numerous and diverse cultures, paying as close attention (as time will allow) to the historical specificity of the literature. Although our approach to the subject matter will come primarily from Native American perspectives—that is, voices from individuals from a Native American background—we will also touch upon Western theoretical approaches to the study of oral and written literatures. We will discuss how differing worldviews are preserved through oral and written literatures, looking closely at several Native American groups.

Course Objectives  
To develop an understanding of and appreciation for types of Native American oral and early written literatures;  
To demonstrate an ability to identify tribally specific beliefs and practices as reflected in literature;  
To be able to identify the general characteristics of various tribal oral and written literary movements;  
To increase writing skills through writing, revising, and rewriting as well as through discussion of writing principles and writing exercises;  
To increase public speaking skills by presenting a paper based on research to the class, with visual, auditory, and other types of teaching aids, as appropriate;  
To learn some basic research skills, including interviewing skills;  
To function within a group to create a coherent presentation of research.

Course Requirements  
Detailed descriptions of assignments will be given in handouts well ahead of their due dates. The descriptions below are intended to provide an overall framework for understanding the professor’s expectations of students.  
Assignment #1: Personal Oral History. First draft, 3-4 pp. worth 10%; rewrite/revision, increased to 5-6 pp., worth another 10%). (20% total). Details available in the handout.  
Assignment #2: (5 pp.) based on the readings from Karl Kroeber’s book. Essay will offer an analysis of one of the selections from the text. (20%). (Writing assignment sheet will be given out in class.)
Assignment #3: Essay on Black Elk Speaks. (Writing assignment sheet will be given out in class.) (20%)

Assignment #4: Group project and presentation. Your group will be asked to interview a person over 65, based on a set of questions handed out in class that focuses upon the oral experience carried by the individual and how it functions intergenerationally. An in-class presentation and a written paper (3-5 pp.), will be due at the time of the presentation. (20%) (Writing assignment sheet will be given out in class.)

Assignment #5: a literary analysis essay on The Middle Five. (20%), based on focused topics given out ahead of time. In class, we will discuss the dynamics of writing a literary analysis essay and the particulars of this assignment.

All assignments will be evaluated on both writing and content. All papers must be typed, in 12 font, double-spaced and identified by your name, student ID, phone number and/or email address. Throughout the term, we will discuss the principles of good writing, and other rewriting options as well as extra-credit assignments will be offered.

Extra credit assignments. From time to time, students will be offered extra-credit options for listening to visiting speakers to UM campus. For full credit, students must write a two-page response paper, with an opening paragraph that presents the central idea of the lecture. That paragraph must contain a strong thesis statement on the student’s position on something the speaker has discussed. For example, if a speaker were to discuss perspectives on living in harmony with the environment, the student might decide to talk about two contemporary living challenges that threaten ways of life connected to the “natural” world, careful to avoid stereotypes.

Keep up with the readings. The due dates of the reading assignments are indicated on the syllabus; they are due to be read in class on those particular days.

Grading system:
A  = 4.00
A- = 3.67
B+ = 3.33
B  = 3.00
B- = 2.67
C+ = 2.33
C  = 2.00
C- = 1.67
D+ = 1.33
D  = 1.00
D- = 0.67
F  = 0.00

Attendance is required. If at all possible, please notify me in advance when you will be absent. I am easiest to reach by email, but my office phone works as well. Excessive absences (more than three classes per term) may result in your grade being lowered. Students who miss more than six classes will be asked to consider dropping the course. The purpose of required attendance is to assure that we function as a learning community, in conversation with one another about the subject matter. When a student misses too many classes, for whatever reason, he or she misses a significant amount of material.

Participation Contributions to class discussion and overall good class citizenship—good attendance, turning in papers on time, being on time for class—may result in an increase in your grade. Late work is subject to a grade penalty of up to one letter grade per week on the particular assignment, but it’s always best to turn something in rather than not doing so. Pop quizzes will be given unannounced if I feel you are not keeping up with your reading.

Out of respect for the professor and your classmates, I ask that you not leave class early unless you have a compelling reason, such as a doctor’s appointment, and that you do not otherwise disrupt class by coming and going, early, late or in the middle of class. If you have a child care problem one day and your child is of the age where he or she can sit and draw quietly, please feel free to bring him/her to class. Quiet babies are also welcome. No iPods in class, and
please turn off your cell. If an emergency arises in your need to listen for buzz alert of a message, I will understand.

If you have **special needs** of which I should be aware, please do not hesitate to speak with me. Special needs may include differences in learning styles or even shyness in a classroom setting, as well as physical disabilities, but are not limited to those things. Please let me know at the beginning of the term what your special needs you may have and what I can do to help you. If you are registered with Disability Student Services, please let me know at the beginning of the term, so that I can assist you in whatever ways I can to ensure your success.

**Please note:** The Native American Studies Department does not allow courses to be offered on a pass/no pass basis.

### Incompletes and Student Conduct Code

Please see the student handbook for information on incompletes and drops. Because most students do not finish incompletes, which then causes the incomplete to turn into an F, I prefer to work very closely with you when you are first having difficulty keeping up with the work.

Both copyright laws and University policies are rigid regarding plagiarism—"the representing of another’s work as one’s own." Please consult the “Academic Policies and Procedures” section of the current University catalog for details regarding penalties for plagiarism.

**Plagiarism** is further defined as using another’s words or ideas (outside of common knowledge) directly or indirectly without citing them. It is still shocking, but students waste their own education and my time by plagiarizing off the Internet. If they can find it online, so can I, and I have no mercy on academic deception. Consequences of plagiarism can range from ostracism to rehabilitation training to zero credit to being dropped from the class to being dropped from the University. Please take this warning seriously.

Is it necessary to mention that iPods and text messaging are not acceptable in class?

**Departmental Assessment:** The NAS Department’s ongoing process of assessing its curriculum requires professors to read student papers to learn how students in general are progressing through the program. Thus your professor may choose a copy of one of your papers or ask for an electronic version of it to use in this assessment process. All identifying information will be removed and no evaluation of student work outside the boundaries of the course will play any role in determining a student’s grade.

### Required Books


Neihardt, John G., Editor. *Black Elk Speaks*: Lincoln: University of Nebraska Press

From time to time, I will put articles up on Moodle (password 285) to complement the readings and discussions. Some required poems and short pieces with also be made available; for example, we will be reading a range of boarding school narratives and poems. I will alert you to these in class. Check with your classmates when you have been absent.

### Tentative Syllabus

**Week One: Introduction**

T: Introduction to the class & each other.


**Week Two: Reading Oral Literature**
Week Three:

Week Four:
T: Black Elk Speaks, “Prefaces, xvii-xxviii; 1-16 (Assignment #2 due)
TH: Black Elk Speaks, 17-59

Week Five: T: Black Elk Speaks, 61-102
TH: Black Elk Speaks, 103-154

Week Six:
T: Black Elk Speaks, 155-184
TH: DVD—to be announced

Week Seven:
T: Introduction to Trickster philosophy (Assignment #3 due)
TH: Elder Interview group time—no class.

Week Eight:
T: Kroeber, Trickster tales,
TH: Kroeber, Trickster tales,

Week Nine:
T: Boarding School narratives—introduction to the autobiography genre
TH: Day of Dialogue—no class.

Week Ten:
T: Election Day (no class)
TH: Elder Interview group time—no class.

Week Eleven:
T: LaFlesche, The Middle Five
TH: Veterans Day—No class

Week Twelve:
T: LaFlesche, The Middle Five
TH: Elder Interview presentations—Groups 1 & 2 (1/2 hr. each) (Assignment #4 due)

Week Fourteen:
T: Elder Interview presentations—Groups 3 & 4 (1/2 hr. each)
TH: Thanksgiving! Travel safely.

Week Fifteen:
T: Elder Interview presentations—Group 5 (1/2 hr. each)
TH: Short stories from The Singing Spirit

Week Sixteen:
T: Contemporary poems   \textbf{(Assignment #5 due)}
TH: Last day of class

\begin{quote}
1 Groups 1 & 2 will have two extra days to turn in their \textit{Middle Five} papers.
\end{quote}
Write an essay (approx. 5 pp. in length) on one of the topics listed below. Create a strong thesis on the topic offered; develop your essay with clearly outlined points and an introduction that grabs your reader’s attention. Conclude the essay by summing up the points you have made and sharpening what you have said in your introduction. While I am open to your choosing a topic of your own, you must have that topic approved ahead of time. You essay should have numbered pages, with quotations and summarized passages from the text used as evidence for your argument. Indicate page numbers from where quotations are drawn thusly: "...abcd" (p. xxx). You do not need "p." or "pp," because it is obvious the numbers in parenthesis are page numbers. Use MLA style in this course. Please use 12-point font and New Times Roman, and double-space your essays. DUE _____.

1. When Black Elk receives gifts during his vision, the importance of the red stick centrally indicates the importance of his vision. “And then for just a little while I thought I saw beneath it in the shade the circled villages of people and every living thing with roots or legs or wings, and all were happy. ‘It shall stand in the center of the nation’s circle,’ said the Grandfather, ‘a can to walk with and a people’s heart, and by your powers you shall make it blossom’” (23). Write an essay discussing the effect this particular moment has on Black Elk’s life, noting how this passage figures into the vision as a whole.

2. “High Horse’s Courting” (53-59) could be taken out of the text without harming the narrative structure of Black Elk’s life story. How does the story contribute to the reader’s knowledge, if at all, and speculate why Neihardt would add it, since it does not appear in the 1931 interviews on which the narrative is based.

3. On page 105, Neihardt adds several passages to Black Elk’s narrative. What effect do the additions have on the tone of the narrative, the background information needed by the reader, and the overall sense of change in the lives of Black Elk and his people, the Oglala Lakota?

4. The form of Black Elk Speaks deviates from most autobiographies. Write an essay discussing the ways in which the form of the text suggests an alternate cultural literary tradition from the Western European traditions.

5. Black Elk states, “I think that I have told you, but if I have not, you must have understood, that a man who has a vision is not able to use the power of it until after he has performed his vision on earth for the people to see . . . And if the great fear had not come upon me, as it did, and forced me to do my duty, I might have been less good to the people than some man who had never dreamed at all, even with the memory of so great a vision in me. But the fear came, and if I had not obeyed it, I am sure it would have killed me in a while” (165). Writing an essay describing the nature of Black Elk’s fear and his response to it; include a discussion of the importance of ceremonies and rituals in presenting his vision publically.

6. Throughout Black Elk Speaks he or others sing songs to memorialize events and truths. Write an essay about the use of songs in the text.

7. What are the two “authors” differing motives for producing the text and how do they play out as the story begins, develops, and ends?

8. The Black Road and the Red Road signify paths Black Elk can choose to take with his life. Describe those paths and analyze his decisions in regard to traveling the road he chooses.

Black Elk Speaks Essay