Purpose of Course: The theme of this course is Native Voices of and in Minnesota. We will be reading works by American Indian authors either living in, originating from, or whose work is set in Minnesota. In all cases their work explores the issues of identity, land, and migration/movement across physical and political borders. Because American Indian literature does not exist in isolation from the experiences of Native peoples, this course also includes analysis of the ways in which the authors’ works reflect and illuminate American Indian culture, traditions, and interaction with non-Native groups. Students will focus on primary texts, comparing and contrasting these themes and the voices, aesthetic styles, and cultural emphases of the authors.

Our goals for this class include:

- to read four very different authors whose experience of Minnesota, view of the world, and method of depicting the world differ significantly. We do this to enable us to move past easy stereotypes of what constitutes American Indian literature and to complicate our own understanding of Minnesota and its peoples;
- to make connections between the politics of place or homeland, borders—international and personal, and identity. We do this with the intention of learning to interpret cross-culturally with empathy and multiple perspectives;
- to explore particular aesthetic and artistic approaches to writing that include Native as well as Western literary traditions;
- to employ techniques, terminology, and research methods of the discipline;
- to write with originality and clarity about their observation, experience, and understanding.

Students Rights and Responsibilities:
All students have the right to use the College Counseling and Student Development staff services, as well as to receive tutoring assistance from the writing lab program. The Augsburg College policy on academic honesty applies to this course.

Assignments: Your assignments are designed to build off of each other and the primary texts of the course. Your writings and presentations should exhibit originality and clarity about your observation, experience, and understanding of the material.

- Reading assignments are listed daily. You must complete these readings prior to the class period. You will find your readings in 3 places: the books you are required to purchase for the class; on reserve behind the library check–out desk; and on-e-reserve which can be accessed via the link to library readings on moodle. You may wish to order
your books on-line but if you do so, please plan ahead so that you are not falling behind due to missing texts.

- **Presentations** Each student will present on the work of one of the primary authors on Presentation Day. You may choose the theme you wish to explore, but you must utilize at least three secondary texts referencing the writer’s style or approach, theoretical reading of the text, or an interview that relates to the author and the themes we discuss in class. You will hand in a written form of your presentation.

- **Short Reflective Analysis Papers** You will write short reflection papers that analyze each of the primary texts we read. You may choose a theme such as identity, land, or migration/movement across physical and political borders, to focus your reflection. A good reflective analysis allows you to connect a theoretical approach to understanding the work in relation to what you are learning about that mode of writing or the topic. To this end then, your reflections should include references to your secondary class readings and at least one outside source. The outside sources should be a literary theory article on the work itself. Papers should be between 5-8 pages, include a works cited, and all the elements of a well-written essay: Thesis, supporting documentation, citations for paraphrases/quotes/ideas not your own, critical thinking etc. Please see the syllabus for due dates.

**Grading Policy & Criteria**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Percentage</th>
<th>Augsburg Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>297-300</td>
<td>Achieves highest standards of excellence</td>
</tr>
<tr>
<td>A-/B+</td>
<td>3.5</td>
<td>265-278</td>
<td>Achieves above basic course standards</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>250-264</td>
<td>Achieves above basic course standards</td>
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<tr>
<td>B-/C+</td>
<td>2.5</td>
<td>234-249</td>
<td>Meets basic standards for the course</td>
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<tr>
<td>C</td>
<td>2.0 (PASS)</td>
<td>221-233</td>
<td>Performance below basic course standards</td>
</tr>
<tr>
<td>C-/D+</td>
<td>1.5 (NO PASS)</td>
<td>204-220</td>
<td>Unacceptable performance (no course credit)</td>
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<tr>
<td>D</td>
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<td>Performance below basic course standards</td>
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<td>F</td>
<td>0.0</td>
<td>Under 176</td>
<td>Unacceptable performance (no course credit)</td>
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The following grading scale applies to all assignments and to the final grade distribution.

**Required Texts:**

- On-line readings & some Moodle links

**Course Outline**

**April 15 Area One: Introduction to American Indian Literature**
- Legacy of American Indian Oral Tradition
- Types of Native American Literature
- Focus of this course
- Poetics and Politics of Native American Literature


**April 29 Area Two: Autobiography & *Interior Landscapes***
- Elements of Autobiography
- Vizenor’s Theoretical Approaches
- Screening of *Harold of Orange*
- *Interior Landscapes* Paper Due


**May 13 Area Three: Reservations, Urban Relocation, *The Hiawatha* and *Rez Life***
- Migration—reservation-to-city
- Minnesota Indian History Relocation
- Mapping *The Hiawatha*
- *The Hiawatha* Paper Due

Readings: *The Hiawatha*; *Rez Life*, and the *Cambridge Companion* Chapters 7 and 8.
May 20 Area Four: Storytelling, Identity & Tracks
- Elements of Novel
- Identity and cultural politics
- Tracks Papers Due


June 3 Student Presentations on Writers
- Oral and Written Presentations due today

June 10 Area Five: Crossing International Borders, Environmental Issues and Solar Storms (June 10)
- Politics of Trans-border cultures
- Indigenous Land Rights Issues/ Sovereignty
- Student presentations on Hogan
- Solar Storm Paper Due


June 24 Area Six: Weaving the Narrative Themes Together (June 24)
- Connecting the themes: identity, land, and migration/movement across physical and political borders.
- Comparison of authorial voice, aesthetic styles, and cultural emphases.
- Poetics and Politics of writing from a Native perspective