University of Alaska Anchorage
Department of English

**English 445: Alaska Native Literatures**

Syllabus  
Fall 2013  
August 26 – December 13  
Jeane Breinig, PhD. – Instructor  
Primary email: jmbreinig@uaa.alaska.edu  
Alternate email: jeanebreinig@gmail.com  
(Please only use alternate email if UAA email is not working)  
Office Phone/Voice Mail (907) 786-4358  
English Department Fax: (907) 786-4383  
Office: ADM 101-B  Office Hours: Wednesdays 9:30 -11:00 & By Appointment

---

**Course Overview and Description**

Welcome to English 445: Alaska Native Literatures! My name is Jeane Breinig and I’m your instructor for this course. This course is a study of translated traditional Alaska Native oral stories and contemporary texts written in English by Alaska Natives. In this course, we’ll pay special attention to translation issues in the oral texts, and the shift from the oral to the written in the contemporary texts written in English. We will also consider how contact and colonization have affected Alaska Natives, and the texts they have produced. This course is not a survey of Alaska Native literatures, so we won’t be reading texts from every Alaska Native culture group, but we will read a variety of genres, including oral narratives, “as told to,” memoirs, short essays, and poetry.

I’m glad you’ve joined me on this journey. The readings can be thought provoking and sometimes politically charged. You may read things you emphatically agree or disagree with, or perhaps have had similar experiences that are painful to recall. I know the class will be comprised of people of all differing beliefs, ethnicities, political persuasions, and backgrounds. This can be a wonderful strength in a learning environment, but it requires from participants a level of maturity and the ability to respectfully listen and respond thoughtfully to perspectives sometimes radically different than our own. I am firmly committed to ensuring every perspective be accorded equal respect. I look forward to interacting with each of you!

---

**Course Expectations and Requirements**

You are not required to have any prior knowledge of Alaska Native cultures or literatures, but many of you will have some background either from first hand experience, or reading interests you have pursued, and others of you will have none. Your own life experiences will enrich the course and my hope is that
we will all learn something from each other. Most important is a sense of curiosity about Alaska Natives stories and writing, and a willingness to do the readings and participate respectfully in the course. You should know that I value intellectual humility. This quality, if cultivated, helps us recognize that others may very well have something to teach us and deserve our respect.

You will **write 2 short critical essays** in response to our readings, in which you will synthesize your own responses and the responses of others. You will also write a final, in-depth, analytical **Research based Term Paper 10 – 12 pages** long in MLA format with at least 5 scholarly secondary sources integrated in your paper in addition to any of the secondary sources that we read in this course. You will also complete an essay based **Final Exam** that will give you an opportunity to choose a text *not read* in this class and discuss it comparatively in relation to our course readings. You will also actively participate in weekly Blackboard “Discussion Board” postings, writing your own comments and responding thoughtfully to others.

**Note:** You will see the terms “Native” “American Indian” “Indigenous” “First Nations” and “Native American” sometimes used interchangeably. Some writers explain their choice of terms. In general, in this course, I have chosen to primarily use the term “Native” to be inclusive of cultural groups within Alaska (Yup’ik and Inupiaq), when speaking of Native peoples in both the lower 48 and Alaska, and “Alaska Native” when referring to the Alaska’s indigenous population. This is the legally recognized language codified in the Alaska Native Claims Settlement Act (ANCSA), unlike the term “native Alaskan” which might indicate someone born and raised here but is not of Native American ancestry.

---

**Course Questions**

We’re going to read some fascinating texts and address some intriguing questions, including the following:

- How have contact and colonization affected Alaska Natives?
- How have contact and colonization affected Alaska Native storytelling and writing?
- What is important to understand about transcription and translation of Alaska Native oral stories?
- How is reading an oral story, different from the experience of hearing/seeing one?
- What is the purpose of the oral tradition? How does it compare to a written tradition?
- How do contemporary Alaska Native writers, writing in English, negotiate the terrain between the oral and the written?
- What are the similarities/differences between Alaska Native literatures and other literary traditions with which you are familiar?

---

**Course Objectives**

You will be able to

- identify and explain differences between oral and written texts
- determine how texts are related to their historical/political background and the human problems they address
- identify genres and interpretative approaches to oral texts
• identify and analyze the ethical issues and apply appropriate interpretive strategies to selected texts
• articulate the differences among genres and evaluate and synthesize interpretive strategies
• apply strategies to specific texts
You will also demonstrate the ability to thoughtfully and respectfully respond to the writing of others students in this class, and the ability to incorporate your own analysis and the critical perspectives of others into your writing, accurately using secondary sources.

**Course Prerequisites**

Prerequisite: ENGL A211, A212, A213, or A214, with a minimum grade of “C.”

We recommend that you take 400 level English courses only after you’ve completed some English courses.

**Required Texts**

Texts are available in the UAA bookstore: http://uaabookstore.uaa.alaska.edu/ or call 1-907-786-1151

The course will begin with articles and selections posted under “Course Documents” or available via direct link on BB “External Links,” and we’ll read the following books roughly in the order they are listed below. Please acquire your textbooks as soon as possible.

- *Yuuyaraq: The Way of the Human Being* Harold Napoleon
- *Alaska Native Writers, Storytellers & Orators* Ronald Spatz, Jeane Breinig, Patricia Partnow, eds.
- *My Own Trail* Howard Luke
- *The Gospel According to Peter John* Peter John
- *Two Old Women* Velma Wallis
- *Bird Girl and the Man who Followed the Sun* Velma Wallis
- *Fifty Miles from Tomorrow: A Memoir of Alaska and the Real People* William L. Iggiagruk Hensley
- *Life Woven with Song* Nora Marks Dauenhauer

**TECHNOLOGY AND DELIVERY METHODS**

**Course Method of Delivery**

This is a web-based distance education course. All of the content, activities, and student-to-student/student to faculty interactions for this course will be facilitated online through Blackboard.
Course Pacing
Some distance education courses allow participants to complete work at their own pace, and some do not. **This course does not.** Like most on-campus courses, this class has regular **weekly due dates** for assignments and class interactions. To maintain consistency and allow you a measure of flexibility, however, all weekly discussion assignments will be due on the same day of the week for every week of the course (usually **11:59 pm on Thursday and Friday**). Papers are generally due on Mondays.

**Required Computer Equipment and Skills**

In order to be successful in this type of course, class participants will need to have the following equipment and technical skills listed below:

**Access requirements**

- frequent access to a computer and printer
- a means of accessing the Internet
- an email account
- 56 K modem
- reliable Internet Service Provider

**Computer requirements**

- 233 MHz Pentium (PC) or G3 PowerPC (Macintosh)
- 64 megabytes (MB) of RAM
- 1 gigabytes (GB) of hard-drive space
- CD-ROM
- 800x600 screen resolution
- a word-processing program for creating written documents (preferably MS Word)
- updated plug-ins

**Skill requirements**

- basic proficiency in using Windows
- basic proficiency in working in a web-based environment (opening links, using browser buttons, scrolling, locating URLs, using search engines, etc.)
- basic proficiency in opening, saving, modifying, and printing files
- basic proficiency in using email
- basic proficiency in browsing your hard drive for documents
- a typing speed of 25 + words a minute
- a basic proficiency in Blackboard by the end of Week #1 of the course

**TECHNICAL ASSISTANCE CONTACT INFORMATION**
If you have a technical question and/or problem related to the course, please call the IT Call Center (907-786-4646), or (877-633-3888) email callcenter@uaa.alaska.edu or go to http://technology.uaa.alaska.edu/.

The Call Center’s technicians are trained to field questions on everything from email issues to Blackboard issues, and if for some reason they are unable to help you in a timely manner and the problems you’re encountering is either preventing you from accessing course content or preventing you from submitting course assignments, please notify me immediately.

For all other distance education issues, call Distance Education Support Services at (907) 786-1730 or toll free long distance at (888) 582-2337, or send an e-mail to distance@uaa.alaska.edu.

For questions regarding all other course related issues, contact UAA Enrollment Services at (907) 786-1480.

If you have a documented disability and need further assistance, you can contact UAA’s Disability Support Services at http://www.uaa.alaska.edu/dss/index.cfm

Business Education Building 105
3211 Providence Drive Anchorage, AK 99508
(907) 786-4530 (V) or (907) 786-4536 (TTY)

CONTACT AND COMMUNICATION

There are several ways to contact me, depending upon what you want to ask or communicate.

- Email – jmbreinig@uaa.alaska.edu – is best used when you need to communicate some individual question or concern that is relevant only to you. For example, if you have a question about the way I graded a paper, email would be the appropriate route to take. I check email every day and will answer any query within 48 hours. I also provide an alternate email: jeanebreinig@gmail.com to be used primarily when UAA’s email is not working or if an email you send to my primary address bounces back to you.

The Blackboard (BB) site for Alaska Native Literatures—log in at http://www.uaa.alaska.edu/classes and locate our course. This is the best place to ask questions relevant to other students in the class, such as clarification on an assignment, or further explanation of a given reading—in others words, the kinds of questions in a face-to-face class, you would ask during class time. Initially, there will be two places to post your questions, depending upon what they are:

1. **Questions about Course Nuts and Bolts** (clarification on syllabus, assignments, due dates, expectations, etc.); and
2. **Questions about Course Content** (explanation of the readings.) For either of these, simply click on the Discussion Board button at the left of the BB announcement page. As with email, I check Discussion Board questions every day, and I will answer every query within 48 hours. Everyone in the class will have access to your questions and my answers.
• **Face-to-face Office Hours**—Wednesday 9:30 am -11:00 a.m. and at other times by appointment if this time does not work for you. If you cannot be here in person, call me at 1-907-786-4358. I will also regularly check my email during this time ([jmbreinig@uaa.alaska.edu](mailto:jmbreinig@uaa.alaska.edu)) and will give you a call, if you prefer. This may be especially useful for those who do not reside in the Anchorage area and would like to avoid long distance phone expense.

• **Voicemail** – (907) 786-4358

### SUBMITTING PAPERS

Please note that written assignments can be turned into me in one of the following ways:

**Assignment:** I much prefer you to send papers through the Assignment box (that way my email account doesn’t get full and kick student papers out.)

**If you have never used the “Assignment” link on BB before, please go to the “Student Tutorial” section of BB that explains the complete process. If you have difficulties, call or email IT tech: **786-4646**, or **1-877-633-3888**. My preference is MS Word, but you can also send documents in PDF format:

• **Email attachment:** Only send papers as an email attachment if you cannot for some reason use the Assignment Link—otherwise my mailbox will fill up and some student papers may not get to me. Please alert me ahead of time with a quick email. Send attachments to [jmbreinig@uaa.alaska.edu](mailto:jmbreinig@uaa.alaska.edu), preferably in MS Word format or PDF

• **Fax:** Fax documents to the English Department at (907) 786-4383. Please notify me that you’ve delivered it this way, so I can pick it up.

• **Mailbox:** Drop hard copy of documents by the English Department ADM 101. Call (907) 786-4355 to make sure office will be open when you plan to come by. Please notify me that you’ve delivered it this way so I can pick it up.

### ASSIGNMENTS AND COURSE PROCEDURES

**Attendance/Class Participation** – Although this is a distance-delivered course, attendance and active participation are still required of you. You should be logging on to the Blackboard course **at least three times each week** to check announcements, post contributions to each week’s Discussion Board Forum, view/review course content, pose questions, and read the postings of others. You should also be checking your [UAA email](mailto:uahome@uahome.uaa.alaska.edu) at least three times a week, as this will be my primary means of conversing with you on an individual basis. You will earn weekly participation points by:

• Contributing to the “Discussion Question” areas of the course discussion board; be sure to interact with your classmates

• Making substantive contributions of at least the required 3 per week to the weekly discussion board areas

• Demonstrating a polite and respectful online demeanor

**Discussion Board Protocols** – Blackboard has a feature called the “Discussion Board” that we will make extensive use of throughout the semester. A discussion board contains forums where a group of users can engage in a conversation with each other without having to be in the same place at the same time. This is known as asynchronous communication. There will be a discussion board forum (that is, a separate conversation topic) opened for each week of the semester. You are required to make at least
two postings to each weekly forum in addition to your discussion question responses. The easiest way to do this is read 2-3 posts from your classmates and then ask a question about their post, make substantive comments, or build on their ideas.

Discussion Forums will begin no later than Monday 2:00 p.m., but I may post questions earlier. I will start the conversation off by posting discussion questions for consideration. Your Discussion Board responses to my questions are due by Thursday 11:59 pm of each discussion week. Once you respond to the discussion questions for the discussion week, you have until the next day--Friday 11:59 pm to respond to at least 2 posts from fellow students. You can post questions about another student’s response or comment about a particular issue noted in your classmates’ responses. Your two follow-up postings should be thoughtful, respectful, substantive, and reflect a genuine engagement with either the topic at hand or with the comments of another student or group of students in the class. Remember: These two additional postings are separate from your original Discussion Board posted in response to my questions. Postings/comments directed to fellow students, are due anytime during the discussion week, but no later than Friday 11:59 pm. in a given discussion week. Your responses to my original questions are due by Thursday 11:59 pm each discussion week. Thus, each student will have their original posts and then their 2 additional participation postings due each discussion week. Note: The discussion board is primarily for students, but I may occasionally respond to one or more of your comments depending upon class participation. If you have specific questions about the discussions, please email or call me unless you feel the question is appropriately posted to the “Questions about the course” or “Questions about the readings” and other student might benefit from hearing my answer.

What Are Substantive Postings? – You need to contribute to the discussion, not just acknowledge, or "log on." Our overall objective in this class is to learn together and that is best accomplished by listening, reflecting, and asking questions. When stating or defending a theory, or point you want to make, substantiate and document your reasoning when possible. When questioning the ideas of another student, respect their opinions and ask your questions graciously. Remember:

Note: Simply stating "I agree" or "You are correct" is not considered active and relevant participation. Try asking probing questions about the responses you read. Using "open ended questions" can also add to the overall learning environment. An open-ended question is one that cannot be answered using "yes" or "no" responses. Also, comment on the ideas being presented by your classmates. What do you agree with, specifically? Why do you think your classmate made a good point? How are someone’s comments helping you understand the ideas from the readings? What kinds of ideas do you associate with the given responses? While there is no specific word count for replies to discussion questions and follow-up posts (aim for about 4-10 sentences) both your discussion question responses and follow-up posts need to be substantive. This means they add to the discussion in a considerable and significant manner. "I agree" and similar posts are not considered substantive notes and will not count towards your participation grade.

Tips for Success

- Check the discussion board frequently
- Address your comments to your class colleagues (not to me)
- Avoid posting your comments each discussion week at the last minute; try to spread them out over the entire week
• Be professional and respectful in your postings
• Respect the expectations of privacy set up by this class and refrain from inviting non-class members to read other student’s posting without their permission
• Think carefully about being humorous or sarcastic; it is very easy for tone to be misinterpreted in an online setting
• Note: using solid capital letters online is interpreted as SHOUTING, so avoid using them
• Check your UAA email on a weekly (preferably daily) basis
• Do not miss deadlines; print the “Course Calendar” and check it frequently
• Print the syllabus (Keep it near you as you work)
• Keep up with the course readings
• Stay active in the class
• Use the “Questions about the Course” or “Questions about the Readings” on the Discussion Forum to answer any questions you may have
• Email me or call me if you have any further questions, or particular questions only applicable to you
• Please do not delete or wipe out postings until the end of the course.

Formal Writing Assignments

You will be writing **THREE papers:**

a) **two short papers** = 15 points each
b) **a longer term paper** = 25 points

PLUS you will be writing an essay **FINAL EXAM = 25 points**

**Two Short Papers**

In the two short papers, you will be expected to respond to course readings as you demonstrate synthesis of your own ideas, along with attending to some of the ideas of your peers. These are due by 11:59 pm Monday 10/07 and 11:59 pm Monday 11/11 respectively. Guidelines and grading criteria will be posted under “Assignments.”

**Term Paper** You will also be writing **ONE longer, analytical research based term paper on a topic of your choice as it relates to this class due MON DEC 9 (25 points)**. The guidelines for this are also posted under “Assignments.” As we progress through the course do be thinking about the kinds of ideas that intrigue you and what you might possibly want to write about. Feel free to run ideas by me via email or phone calls, as they occur to you throughout this course.

**Final Exam:**

**Individually Selected Reading by Alaska Native Storyteller or Writer Not Read in this Course**

Write up and Comparison/Contrast Discussion: **DUE THURS DEC 12 (25 points)** Exact Questions and Directions posted at the beginning of finals week.

Your final essay exam will involve choosing a text told or written by an Alaska Native *not covered in this course*. The primary purpose of your exam will be to demonstrate your understanding of the key questions and ideas of this course, drawing connections/contrasts between your chosen text and the
ideas, themes, core issues and writings by Alaska Natives in course readings—and to introduce this text to your classmates. I will post more specific directions at the beginning of finals weeks, but you should be choosing and reading something early on—and thinking comparatively about it as we work through the course. This will also enable you to avoid overburdening yourself at the end of the semester when the term paper is also due. Please choose a book length reading, not a single short item (e.g. one story or one poem). If oral stories, it should a collection, or if poetry a collection of works. Please keep in mind, the distinction between texts about Alaska Natives, versus something written or told by an Alaska Native. As well, please avoid choosing an writer or storyteller we have already read. When you decide on the text, please send me a quick email, and I will approve it. To ensure no overlap (students will need to choose ones, not already selected by someone else) around mid-semester. As I receive notifications from you, I’ll post a list of texts people have already chosen. Please check this list before contacting me with your selection.

My Policy on Late Assignments

Because Discussion Board postings are tied closely to the week’s readings, they need to be in on time—no exceptions; however I am willing to accept the formal writing assignments up to a week late with an automatic 10% deduction in your score.

A Short Note about Academic Honesty

Academic dishonesty is a serious offense.

Academic dishonesty includes

- Having unauthorized persons complete and submit work
- Attempting to use or misuse unauthorized copies of quizzes, tests, and/or final exams, research papers, term papers, and essays, or other materials
- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student and/or person
- Buying essays, papers, or exam answers and submitting them as your own original work
- Using unauthorized exam material, quizzes, tests, or other data

Note: All suspected cheating will be thoroughly investigated by authorized university personnel, including department chairs, the dean’s office, distance education officials if necessary, and myself. Anyone found guilty of academic dishonesty is subject to a failing grade in the course, suspension from UAA, and other penalties.
COURSE CALENDAR

**ADDITIONAL READINGS MAY BE ADDED.** Any changes to the readings will be announced via Blackboard’s “Announcements” prior to the week they are assigned and if additional readings are required they will be available via Blackboard “Course Documents” or “External Link.” Please check “Announcements” frequently.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Assigned Readings and Assignments</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Week #1 8/26-8/30 | **Course Overview: Introductions to Each Other, Course Clarifications, and Historical/Political Backgrounds for Course Readings**  
  Assignment #1: Preparatory Tasks  
  **Have Read:**  
  - Click on “Read Me First” from the Bb course menu  
  - Syllabus in its entirety  
  **Complete Preparatory Response Tasks:**  
  - Go to external site and listen to a Tlingit Raven Story told by Shirley Kendall  
  - Post your bio to the “Bio Forum” in the Discussion Board  
  - Respond to two other student’s bio on Bio Discussion Thread  
  - Complete “Course Prep Quiz” found under “Assignments” and deposit your answers via the Assignment Link. Be sure and save it as a Word document or pdf extension before submitting it.  
  - Acquire course books  
  Assignment #2: Weekly Discussion Board Posts  
  **Have Read:** from “Materials”  
  - “Chronology”  
  - “History/Overview of Native Literatures”  
  - “Overview of Native American Oral Narratives”  
  - “Oral Tradition” by Eric Hanson  
  Post participation to discussion board by Thursday and comment upon two other students post by Friday.  
  *This will be our regular routine for each week.*  
  Stay actively involved in discussion board as part of your participation grade | Assignment #1  
  Preparatory Tasks due by no later than Thurs 8/29 11:59 pm.  
  Assignment #2  
  Weekly Discussion Board Posts to my questions due by Thurs 8/29 12:59 pm.  
  Weekly Response to two other students’ Discussion Board Posts and to a Bio post, due by no later than Fri 8/30 11:59 p.m. |
### Week Two  
**9/2-9/6**  

**Overview of Native Literatures: Transcription, Translation**

**Go to Lecture Area & Materials:**
- Alaska Native Languages statistics
- Materials: Marie Smith, Last Eyak Speaker Dies

**Have Read:**
- Breinig’s “Political Perspectives”
  - “Lament for Eyak” Anna Nelson Harry 2-10; 292-3

Post participation to discussion board by Thursday and comment upon another student’s post by Friday. *This will be our regular routine for each week.*

Stay actively involved in discussion board as part of your participation grade.

---

### Week Three  
**9/9-9/13**

**Haida Language and Stories**

**Go to “Materials” to watch and listen to**


**Have Read** from “Materials”
- “Eagle Brings Good Luck” (Cogo)
- “Raven Traveling” collected by Swanton

And from
- *Alaska Native Writers*... pp.2-25; 292-299

Haida Stories

Stay actively involved in discussion board as part of your participation grade.

---

All posts to assigned readings due by 11:59 pm **Thurs 9/5**

All posts responding to other students due by 11:59 pm **Friday 9/6**

**Begin searching for a text written or told by an Alaska Native (not read in our class) for your final exam.**

---

All posts to assigned readings due by 11:59 pm **Thurs 9/12**

All posts responding to other students due by 11:59 pm **Friday 9/13**

**Continue searching for a text written or told by an Alaska Native for your final exam. Send me a quick email with potential selections.**
<table>
<thead>
<tr>
<th>Week Four</th>
<th>Alaska Native Cultures &amp; Issues: FAQ and Effects of Colonialism</th>
<th>All posts to assigned readings due by 11:59 pm Thurs 9/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/16-9/20</td>
<td>Have Read:</td>
<td>All posts responding to other students due by 11:59 pm Fri 9/20</td>
</tr>
<tr>
<td></td>
<td>• <em>Alaska Native Cultures &amp; Issues: Frequently Asked Questions</em></td>
<td><strong>Continue searching for a text written or told by an Alaska Native for your final exam. Send me a quick email with potential selections.</strong></td>
</tr>
<tr>
<td></td>
<td>• <em>Yuyaaraq: The Way of the Human Being</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay actively involved in discussion board as part of your participation grade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Five</th>
<th>Yup’ik Traditions: Orality &amp; Literacy—Vexed Positions &amp; Yupik/Cup’iq Narratives</th>
<th>Finalize your choice of a text written or told by an Alaska Native for your final exam. Send me an email requesting approval.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/23 9/27</td>
<td>Have Read:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• pp. 80-116; 330-333 <em>Alaska Native Writers</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Read:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• pp.13-51 from <em>When Our Words Return</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mather’s “Oral Traditions in an age of Literacy,”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morrow’s “On Shaky Ground,”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Barker’s “Seeing Wisely Crying Wolf,”</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Have Read:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “The Woman Who Returned from the Dead”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• from “Words of the Real People”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay actively involved in discussion board as part of your participation grade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Six</th>
<th>Renewing Traditions: Peter Kalifornsky: Dena’ina Athabascan</th>
<th>Read your chosen text for the final and take notes on its genre, key themes, issues, and questions it raises for you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/30-10/4</td>
<td>Paper #1 Assignment Criteria Posted Under “Assignment” Due Monday 10/08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have Read:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>From “Materials”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• excerpts from Peter Kalifornsky’s <em>A Dena’ina Legacy</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>From text:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• pp. 138-152; 343-344;349-361 <em>Alaska Native Writers</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stay actively involved in discussion board as part of your participation grade</td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td>Oral Traditions and Living with Respect: “As Told To…..” Genre, Howard Luke: My Own Trail</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 10/7-10/11 | **Paper #1 Due 11:59 Mon 10/7**
|            | All posts to assigned reading due by 11:59 pm Thurs 10/10
|            | All posts responding to other students due by 11:59 Fri 10/11
|            | Continue reading your chosen text for the final and take notes on its genre, key themes, issues, and questions it raises for you. |
|            | Have Read: xxvi – 103 *My Own Trail*
|            | And also ("Materials": Esther Ilutsik’s “Oral Traditional Knowledge: Does it Belong in the Classroom?” & Michelle Snyder’s “Cultural Education in the Classrooms”)
|            | Stay actively involved in discussion board as part of your participation grade. |

<table>
<thead>
<tr>
<th>Week Eight</th>
<th>“As Told To...” Genre Continued The Gospel According to Peter John and Spiritual Syncretism</th>
</tr>
</thead>
</table>
| 10/14-10/18 | All posts to assigned reading due by 11:59 pm Thurs 10/17
|             | All posts responding to other students due by 11:59 pm Friday 10/18
|             | Research the author of your chosen text for the final exam and also research this author’s others publications. Research the author’s cultural context and take notes. |
|             | Have Read: pp. x-93 *The Gospel According to Peter John*
|             | Stay actively involved in discussion board as part of your participation grade. |

<table>
<thead>
<tr>
<th>Week Nine</th>
<th>Memoir: Hensley’s Fifty Miles from Tomorrow</th>
</tr>
</thead>
</table>
| 10/21-10/25 | All posts to assigned reading due by 11:59 pm Thurs 10/24
|            | All posts responding to other students due by 11:59 pm Friday 10/25
|            | Continue taking notes on your chosen text for final and how it compares and contrasts to what we’ve been reading. |
|            | Have Read: pp. 1-145 *Fifty Miles from Tomorrow: A Memoir of Alaska and the Real People*
|            | Listen to Podcast: Hensley Reading from his book: UAA Podcast Link, Feb 6, 2009 |
|            | Stay actively involved in discussion board as part of your participation grade. |

<table>
<thead>
<tr>
<th>Week Ten</th>
<th>Memoir: Hensley’s Fifty Miles from Tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28-11/1</td>
<td>All posts to assigned reading due by 11:59 pm Thurs 10/31</td>
</tr>
<tr>
<td></td>
<td>All posts responding to others students due by 11:59 Friday 11/01</td>
</tr>
<tr>
<td></td>
<td>Have Read: pp. 146-237 <em>Fifty Miles from Tomorrow: A Memoir of Alaska and the Real People</em></td>
</tr>
<tr>
<td></td>
<td>Stay actively involved in discussion board as part of your participation grade.</td>
</tr>
<tr>
<td>Week</td>
<td>Text</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Eleven</td>
<td><strong>Oral Stories, Written Texts: Velma Wallis’s <em>Two Old Women</em></strong></td>
</tr>
<tr>
<td>11/4-11/8</td>
<td>Have Read:</td>
</tr>
<tr>
<td></td>
<td>- Velma Wallis’s <em>Two Old Women</em></td>
</tr>
<tr>
<td></td>
<td>- Rachel Ramsey’s “Salvage Ethnography and Gender Politics in <em>Two Old Women</em>: Velma Wallis’s Retelling of a Gwich’in Oral Story</td>
</tr>
<tr>
<td></td>
<td>Stay actively involved in discussion board as part of your participation grade.</td>
</tr>
<tr>
<td></td>
<td><strong>All posts to assigned readings due by 11:59 pm Thurs 11/07</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All posts responding to other students due by 11:59 Fri 11/08</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Continue taking notes on your chosen text for final and how it compares and contrasts to what we’ve been reading.</strong></td>
</tr>
<tr>
<td>Twelve</td>
<td><strong>Bird Girl and the Man who Followed the Sun</strong></td>
</tr>
<tr>
<td>11/11-11/15</td>
<td>Have Read:</td>
</tr>
<tr>
<td></td>
<td>- Velma Wallis’s <em>Bird Girl and the Man Who Followed the Sun</em></td>
</tr>
<tr>
<td></td>
<td>Stay actively involved in discussion board as part of your participation grade.</td>
</tr>
<tr>
<td></td>
<td><strong>All posts to assigned readings due by 11:59 pm Thurs 11/14</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All posts respond to other students due by 11:59 Fri 11/15</strong></td>
</tr>
<tr>
<td>Thirteen</td>
<td><strong>Poetry, Prose, Plays &amp; Memoir: Nora Dauenhauer’s <em>Life Woven with Song</em></strong></td>
</tr>
<tr>
<td>11/18-11/22</td>
<td>Have Read:</td>
</tr>
<tr>
<td></td>
<td>- <em>Life Woven with Song</em></td>
</tr>
<tr>
<td></td>
<td>Go to “Materials” and read/listen to Dauenhauer’s “How to Make Good Baked Salmon” <a href="http://poeticsandpolitics.arizona.edu/dauenhauer/salmon.htm">http://poeticsandpolitics.arizona.edu/dauenhauer/salmon.htm</a></td>
</tr>
<tr>
<td></td>
<td><strong>All posts to assigned readings due by 11:59 pm Thurs 11/21</strong></td>
</tr>
<tr>
<td></td>
<td><strong>All posts responding to other students due by 11:59 pm Fri 11/22</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Continue taking notes on your chosen text for final and how it compares and contrasts to what we’ve been reading.</strong></td>
</tr>
</tbody>
</table>
Muse
http://muse.jhu.edu/journals/studies_in_american_indian_literatures/v016/16.3russell.html
in *Studies in American Indian Literatures*
Vol. 16, No 3 Fall 2004

Stay actively involved in discussion board as part of your participation grade.

<table>
<thead>
<tr>
<th>Week Fourteen 11/25-11/29</th>
<th>Contemporary Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have Read</strong> from “Course Materials”</td>
<td></td>
</tr>
<tr>
<td>• Robert Davis “Biographical Statement”</td>
<td></td>
</tr>
<tr>
<td>Go to “Materials”: <a href="http://www.tlingitart.com/Robert">http://www.tlingitart.com/Robert</a> Hoffman Davis</td>
<td></td>
</tr>
<tr>
<td><strong>Have Read:</strong></td>
<td></td>
</tr>
<tr>
<td>• From <em>Alaska Native Storytellers and Writers</em> Davis’s “Saginaw Bay..” pp. 165-171; Hadden “Native Identity” pp, 201-206; Smith pp. 254-258; Benson 259-267 “Contexts” 300-303.</td>
<td></td>
</tr>
<tr>
<td>Stay actively involved in discussion board as part of your participation grade.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Fifteen 12/2-12/6</th>
<th>More Contemporary Creative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have Read:</strong></td>
<td></td>
</tr>
<tr>
<td>• pp. 182-252 <em>Alaska Native Writers, Storytellers &amp; Orators</em> from “Course Materials”</td>
<td></td>
</tr>
<tr>
<td>• Mary Tall Mountain “You Can Go Home Again” &amp; Selected Poems, &amp; ADN article</td>
<td></td>
</tr>
</tbody>
</table>

All posts responding to assigned Readings due by 11:59 pm **Thurs 12/5**
All posts responding to other students due by **Friday 12/6**

<table>
<thead>
<tr>
<th>Week Sixteen Finals Week – Term Paper, Final Exam, Last Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/9-12/13 Term Paper <strong>DUE 11:59 Mon 12/9</strong></td>
</tr>
<tr>
<td>Final Exam Posted Monday 12/12 Final Exam <strong>DUE 11:59 Thursday 12/12</strong></td>
</tr>
</tbody>
</table>

Congratulations! You’ve successfully completed the course. Have a relaxing winter break!
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparatory Tasks Including Course Prep Quiz</td>
<td>5</td>
<td>11:59 pm Thursday 8/30</td>
</tr>
<tr>
<td>Discussion &amp; Participation Points</td>
<td>15</td>
<td>Weekly:</td>
</tr>
<tr>
<td></td>
<td>.5 for Initial posting</td>
<td>Thursday 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>.5 for Response to 2 other students</td>
<td>Friday 11:59 p.m.</td>
</tr>
<tr>
<td>Reading Response Synthesis (Short) Papers</td>
<td>30 (2 @ 15 points each)</td>
<td>Paper #1 Monday 10/7 by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Paper #2 Monday 11/11 by 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>25</td>
<td>Monday Dec. 9 11:59 pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Thursday Dec 12 11:59 pm</td>
</tr>
</tbody>
</table>

**Grading Definition and Criteria**

**A** = Clearly stands out as an excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in the progression of ideas.

*Example:* "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is, in fact, an example for others to follow.

**B** = Grasps subject matter at a level considered to be good to very good. Is an active listener and participant in the weekly discussions. Accomplishes more than the minimum requirements. Work in and out of the week is of high quality.

*Example:* "B" work indicates a high quality performance and is given in recognition for solid work; a "B" should be considered a high grade.

**C** = Demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements, and displays little or no initiative. Communicates orally and in writing at an acceptable level for a college student. Has a generally acceptable understanding of all basic concepts.

*Example:* "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.

**D** = Quality and quantity of work is below average and barely acceptable.

*Example:* "D" work is passing by a narrow margin.

**F** = Quality and quantity of work is unacceptable.

Course Grading Scale: 90-100 = A 80-89 = B 70-70 = C  60-69 = D  Below 60 = F