### New Course Proposal: Entry # 11

**Your Name:**

Kirstin Squint

**Your Email:**

ksquint@highpoint.edu

**Your department**

College of Arts & Sciences - English

**Please select the appropriate school overseeing this proposal:**

Arts & Sciences

**Choose the department designator for your proposed course from the list below.**

FYS

**Proposed course number**

1000

**Enter the title of your proposed course**

First Year Seminar: Literature of Southeastern Indian Removal

**Enter the catalog description of your proposed course**

This course explores the immediate and long-term impact of the 1830 Indian Removal Act on Indigenous peoples of the U.S. Southeast, as represented through literature by American Indian writers. In addition to fictional depictions, students will closely consider the history and culture of the affected tribal peoples.

**Choose your proposed course’s number of credits from the list below**

4

**Does your course have any prerequisites?**

No

**Rationale for new course**

This course considers a watershed moment of settler colonialism in U.S. history: the impact of the 1830 Indian Removal Act of Southeastern Indigenous peoples as represented through American Indian literature. As someone who regularly publishes articles and presents at regional and national conferences on American Indian literature, I wanted to more closely align my research and teaching, and given the interest of students in this topic in other classes I have taught, it seemed that a First Year Seminar on Removal literature could have broad appeal, especially in a state which was directly affected by this law. To
create this course, I surveyed other scholars in the Society for the Study of American Indian Literatures via its listserv regarding potential texts to teach. I learned in my informal survey that classes on this particular subset of American Indian literary studies are becoming more common in the U.S. Southeast as Native American studies grows as a discipline. This course does connect to some material covered in ENG 3910: Multi-Ethnic Literature of the United States. It also connects to some material covered in ENG 2820: American Literature I. There is no significant overlap with existing courses.

List the proposed course's student learning outcomes

- Engage a question of enduring and/or contemporary importance and be able to define and discuss the complexities and implications of the question
- Develop a critical understanding of how literary arts define and reflect human experience
- Demonstrate an understanding of the historical and cultural contexts of literary texts
- Demonstrate an ability to communicate effectively in writing

Describe how your course's learning outcomes help to fulfill the missions of your department and school/college.

This course will help to fulfill the mission of the English Department by encouraging growth of critical reading and writing practices. It will help to fulfill the mission of the College of Arts and Sciences by encouraging intellectual curiosity and aesthetic appreciation.

Describe how the student learning outcomes in your course will be assessed.

The student learning outcomes will be assessed both informally and formally. Informal assessments such as blogs and discussion board questions are designed to build writing and critical thinking skills, as well as to help students delve into contextual concerns. The Midterm Exam essay will require that students develop a critical understanding of how literary arts define and reflect human experience and demonstrate an ability to communicate effectively in writing. The collaborative digital mapping assignment will require students to demonstrate and understanding of the historical and cultural contexts of literary texts. The Final Exam (Big Questions Essay) will require students to engage a question of enduring and/or contemporary importance and be able to define and discuss the complexities and implications of the question.

This course is intended to be:

A global studies/First Year Seminar course

Does this course fulfill any of the below University academic program requirements?

- First Year Seminars

How do the learning outcomes support program requirements?

First-Year Seminars introduce students to college-level inquiry and facilitate their academic and personal transitions from high school learners to university scholars. This course will require students to consider a "big question" about a watershed moment in U.S. history through the study of literature and contextual documents.

Please attach your syllabus and signature page (to indicate department approval)

- FYS-Indian-Removal-Approval.pdf
- FYS-Indian-Removal-Syllabus.pdf
For Deans:

Does this proposal connect solely to programs in your school (Intra-Collegiate), or does it have connections to broader university programs and requirements (Inter-Collegiate)? Note that all proposals connected to University Academic Programs or within the General Education should be considered Inter-Collegiate proposals.

Inter-collegiate

Is this proposal consistent with school and university mission?

Yes

Are necessary resources available to support this proposal?

Yes

[DEAN] I approve/deny this proposal for further advancement

Approve

Today's Date

15/18/09

For Academic Programs:

Is this proposal consistent with the mission and requirements of your program?

Yes

Comments justifying this determination?

The course asks an appropriate big question and engages students in rigorous analysis.

[ACAD PROG] This committee approves/denies advancement of this proposal

Approve

Today's Date

09/15/21
Course Department: FYS Course Number: 1000

This is to signify that the department has reviewed this course proposal and approves its submission.

Signature of Department Chair: [Signature] Date: 9/18/15
Required Texts:

Conley, Robert. *Mountain Windsong*
Glancy, Diane. *Pushing the Bear*
Hausman, Blake. *Riding the Trail of Tears*
Howe, LeAnne. *Shell Shaker*

There will be a number of historical documents and other relevant material provided on Blackboard, and we will watch the documentaries *Indian Country Diaries: Spiral of Fire* and *First Language: the Race to Save Cherokee*.

First-Year Seminar (FYS) Overview:

The overall aim of the First-Year Seminar (FYS) program is to provide new college students with motivational examples of the benefits of intellectual curiosity and life-long learning. First-Year Seminars introduce students to college-level inquiry and facilitate their academic and personal transitions from high school learners to university scholars.

Course Description:

On May 28, 1830, President Andrew Jackson signed the Indian Removal Act into law. Its effect was the voluntary and forced Removal of Indigenous peoples from the U.S. Southeast to Indian Territory, west of the Mississippi River. The immediate and long-term impacts of this Removal policy on the Cherokee, Choctaw, Chickasaw, Creek, and Seminole include loss of land, community, language, and various other kinds of material and cultural capital. In this class, we will explore the following “big question”: “In what ways were Indigenous Southeasterners impacted by Indian Removal, and how do both the absence and continued presence of Southeastern Natives impact the region today?”. In pursuit of answers, we will read contemporary literature, set in the present and the past, written by American Indians about Removal. We will also read historical documents including the Indian Removal Act and the Cherokee Memorials to Congress, as well as view contemporary documentaries on the challenges of maintaining Indigenous languages and cultures in the face of settler colonialism.

Learning Outcomes:

By the end of the semester students will be able to

- Engage a question of enduring and/or contemporary importance and be able to define and discuss the complexities and implications of the question
- Develop a critical understanding of how literary arts define and reflect human experience
Demonstrate an understanding of the historical and cultural contexts of literary texts
Demonstrate an ability to communicate effectively in writing

4th Hour: This course meets for fifty minutes three times per week or for seventy-five minutes two times per week. In the additional required time, students will complete regular online assignments (using Blackboard, websites, podcasts, wikis, online media, and other resources) and occasional out-of-class assignments (film screenings, play performances, author readings, or similar activities).

Grading: Students will be assessed as follows:

Blogs: 20%
Discussion Board Questions: 10%
Collaborative Digital Map: 10%
Midterm Exam: 20%
Research Presentation: 20%
Final Exam: 20%

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Blog Assignments:
I use blog assignments as the primary method of completing the 4th hour requirement. Blog assignments are either informal written responses to prompts, or they are responses to classmates' blogs. Thus, they are public documents within our Blackboard class community. Blog assignments typically ask you to consider contextual elements of the literature we are studying and to apply them to what you have learned.

Discussion Board Questions:
Discussion Board Questions are designed to ensure everyone is engaging thoughtfully with the assigned texts. Each class member will develop a set of questions for one class discussion and post them on Blackboard prior to our class meeting. That individual will also be responsible for recording the class discussion that day and posting it to Blackboard. The cumulative effect of your efforts will result in a written record of most of our class discussions. Like Blogs, Discussion Boards are public documents within our Blackboard class community.

Collaborative Digital Map
We will create an interactive, collaborative digital map using Google Earth as a means of researching and visualizing the “Trails of Tears” experienced by Indigenous Southeasterners as a result of the Removal Act. Your individual assignment will be to locate a website that will give your classmates a better understanding of the history of Removal or of some aspect of a literary
text we have read. You will also need to write a brief (300-400 word), organized, coherent, and grammatically-correct explanation of why you chose to share this site with the class, in particular, how you think it will enlighten your classmates about Indian Removal or about the literary text. Your research will become a pin dropped on our map, creating a visual archive of your collective engagement with sources on Indian Removal.

Midterm Exam

Your Midterm Exam will require you to write critically about one of the novels we will have read to that point. You will be expected to assert a thesis statement about the text and to develop your ideas with textual evidence.

Research Project

Your research project will involve locating sources on some aspect of Indian Removal that we have studied in the course and presenting your findings to the class in AV format. You will be required to submit an annotated bibliography of your sources at the time of your presentation.

Final Exam (Big Questions Essay)

For the Final Exam, you will conduct a Big Question Analysis in which you analyze our course Big Question based on the historical and literary readings assigned. Your analysis should demonstrate a critical understanding of the impacts of Removal on American Indians and on the historical and contemporary Southeast.

Attendance Policy: This literature class is a community. As such, its success depends greatly on the participation of all its members – instructor and students. This course employs collaborative learning techniques – such as discussion, peer responses, and group work – to help students analyze texts and concepts. The structures, assignments, and assessment procedures of these courses encourage regular and active attendance. There is a point at which a student’s absences simply prohibit him or her from being a true member of the class; i.e., from fully engaging in the course work. For this class, that point is three absences for the semester. Exceeding these numbers may result in involuntary withdrawal from the course.

Late Work Policy: Homework, essays, and other coursework should be turned in by the assigned due date. I will accept work up to 48 hours late; however, all late work will receive a 10% grade reduction. I will not accept work after this point. In general, quizzes and exams cannot be made up; however, in extreme cases, I may provide an opportunity for a makeup exam. In order to receive an opportunity to make up a test, I must be contacted prior to or on the day of the exam to schedule the makeup.

Statement on Academic Honesty and Responsibility:

In this class you will learn how to work with sources in informed and ethical ways. However, when a student’s actions are meant to deceive the audience—when the actions constitute intentional plagiarism—then the student demonstrates a deep disregard for the academic processes that govern the construction and mediation of knowledge. Please review the
University Honor Code in the Student Handbook. It remains your responsibility to engage in course work ethically and honestly.

**Students with Disabilities:** Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. A student’s need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.

**Work with a Writing Tutor:**

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations during various hours throughout the day, Sunday through Thursday. Go to https://highpoint.mywconline.com/ to make an appointment. Appointments can only be made through the online portal.

Writing consultants do not proofread or edit students’ papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact the Writing Center Director, Dr. Leah Schweitzer, at lschweitz@highpoint.edu or (336) 841-9106.

**Get Research Assistance 24/7:**

Need help developing a research question? Finding and evaluating information? Citing sources? Ask a librarian! HPU’s excellent librarians can help you develop your research and information literacy skills. They’re available at Smith Library (open 24/7) and the UC Learning ComTues (open 24/5). You can also call, email, text, or chat with a librarian online 24/7. Check out the HPU Libraries’ website at http://library.highpoint.edu to contact a librarian, to find resources through the library catalog, to access library databases, and more.

**SACS Accreditation**

The Southern Association of Colleges and Schools requires that you work two hours outside of class for every hour inside of class. This class meets for 90 minutes twice a week for a total of 180 minutes, so expect your outside workload to be about 360 minutes per week.

**Tentative Course Schedule (Check Blackboard daily for updates.)**

Week 1

Read and discuss the Indian Removal Act and Cherokee Memorials to Congress
**Discussion Board Question Post #1 due**

Week 2

Read and discuss *Mountain Windsong*
**Blog #1 due**
**Discussion Board Question Posts #2 and #3 due**
Week 3

Read and discuss *Mountain Windsong*
Blog #2 due
Discussion Board Question Posts #4 and #5 due

Week 4

Read and discuss *Pushing the Bear*
Blog #3 due
Discussion Board Question Posts #6 and #7 due

Week 5

Read and discuss *Pushing the Bear*
Blog #4 due
Discussion Board Question Posts #8 and #9 due

Week 6

Read and discuss *Riding the Trail of Tears*
Blog #5 due
Discussion Board Question Posts #10 and #11 due

Week 7

Read and discuss *Riding the Trail of Tears*
Blog #6 due
Discussion Board Question Posts #12 and #13 due

Week 8

Watch *Indian Country Diaries: Spiral of Fire/Midterm Exam*
Discussion Board Question Post #14 due

Week 9: **MID-SEMESTER BREAK**

Week 10

Read and discuss *Shell Shaker*
Blog #7 due
Discussion Board Question Posts #15 and #16 due

Week 11

Read and discuss *Shell Shaker*
Blog #8 due
Discussion Board Question Posts #17 and #18 due
Week 12

Watch *First Language: the Race to Save Cherokee*/Discuss research projects  
**Blog #9 due**  
**Discussion Board Question Posts #19 and #20 due**

Week 13

**Digital Mapping Project**: Group work and presentation

Week 14

Library research presentation/Conduct library research  
**Blog #10 due**

Week 15

**Research Presentations**

Week 16

**Research Presentations**

Week 16/17

**Final Exam**