A. Course Description

Credits: 4

Prerequisites: WRIT 131 Writing I or have instructor's permission.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week:

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 06 - Humanities/Fine Arts, Goal 07 - Human Diversity

The course surveys Native American written, oral, musical, and filmic traditions, spanning voices from the pre-contact era to the contemporary moment. Readings develop themes and concepts central to Native narrative arts, such as cultural survival, migration, language and orality, landscape, folklore, spirituality, memory, colonization and decolonization, racism, violence, trauma, oppression, and sovereignty. Emphasizing an analytical approach, the course considers how marginalized indigenous arts participate in, react against, challenge, and redefine constructions of American literature. Significant focus is given to race and racism in this course.

B. Course Effective Dates: 08/01/1998 - 09/05/1999 09/06/1999 - 12/15/2017 12/16/2017 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Integrate and apply critical Indigenous frameworks to literary analyses, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

2. Examine overarching themes such as decolonization, identity and authenticity, cultural survival, migration, language and morality, spirituality, Indigenized spaces and places, violence, and race and racism, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

3. Know the scope and breadth of literature created by Native American authors from the pre-contact era to the present, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

4. Explore a range of Native American expressive modes (from pre-contact era songs and ceremonial stories to Westernized genres such as the novel), including but not limited to literature that is written, spoken, sung, and/or performed, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

5. Identify particular themes related to Indigenous and Native nation-specific historical and contemporary experiences and connect them to Native American literary discourses on race and racism, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

6. Create culturally-informed textual analyses outlining the significance of Indigenous literatures as examples of agency, resistance, protest, resilience, and self-determination in a context of racial oppression, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

7. Understand and apply literary terms, theoretical concepts, reading strategies, and analytical methods connected to the study of Native American literature (i.e., critical race theory, intersectionality, colonization/decolonization, genocide, white supremacy, white privilege), at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

8. Read and respond to Native American literature with intelligence and sensitivity to the legacy of racism over time and the lasting effects of white supremacy on the shape, hopes, fears, themes, sovereignty, constraints, and challenges to Native artistic, educational, economic, legal, and political institutions, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies

None

Goal 06 - Humanities/Fine Arts

1. Articulate an informed personal reaction to works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Engage in the creative process or interpretive performance.
4. Demonstrate awareness of the scope and variety of works in the arts and humanities.
5. Respond critically to works in the arts and humanities.

Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
3. Understand the development of and the changing meanings of group identities in the United States' history and culture.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

G. Special Information

Racial Issues Graduation Requirement