LIT 364 : Literature by Immigrants of Color

A. Course Description

Credits: 4

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 06 - Humanities/Fine Arts, Goal 08 - Global Perspective

Students in this course examine literature, film, and expository articles to investigate ways that people of color represent their experiences as immigrants to the U.S. Throughout the course we analyze how various texts present the main themes, perspectives, and socio-cultural contexts of contemporary immigration, which has historically been shaped by racialized discourses and racist gatekeeping practices. We also interrogate how the concerns articulated by immigrants of color intersect with broader social categories such as race, gender, sexuality, age, religion, and citizenship status. Through lectures, discussions, compositions, and small-group activities, students will critically examine the complexities of acculturation and the creativity it takes to balance one's cultural heritage with life in another country as a racialized ethnic minority.

B. Course Effective Dates: 08/16/2017 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Students can articulate, both verbally and in writing, the ways that U.S. immigrants of color utilize their writings to represent their experiences as American immigrants and the complexities of acculturation.
2. Students can articulate, both verbally and in writing, the ways that U.S. immigrants of color utilize their writings to represent their experiences as American immigrants.
3. Students develop the ability to analyze a range of texts (autobiographies, fiction, poetry, spoken-word, music/dance, film) for their historical and socio-cultural content.
4. Students can explain how the concerns articulated by immigrants of color intersect with broader social categories including race, gender, sexuality, religion, class and citizenship status.
5. Students can explain how the concerns articulated by immigrants of color intersect with broader social categories such as sexuality, age, religion, race, and class.
6. Students demonstrate, through discussions and small-group activities, how texts by U.S. immigrants of color reflect and respond to racism, sexism, classism, and other forms of bigotry, and how immigrant activism reshapes cultural spaces in the United States.
7. Students demonstrate, through discussions and small-group activities, the complexities of acculturation and how immigrant activism also reshapes cultural spaces in the United States.
8. Students can explain through collaborative projects and peer-led activities the significance and implications of immigration as an institution of racialized gatekeeping that has influenced and been shaped by contemporary discourses of race and racism.
9. Students can explain through collaborative projects and peer-led activities the significance and implications of immigration studies on human rights, citizenship, and increasingly globalized communities.

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. Demonstrate awareness of the scope and variety of works in the arts and humanities.
4. Respond critically to works in the arts and humanities.

Goal 08 - Global Perspective

1. Demonstrate knowledge of cultural, social, religious and linguistic differences.
2. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
3. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

G. Special Information

Racial Issues Graduation Requirement