

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 11/30/22 Date revised \_\_\_\_\_

4. Department/discipline: English

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Indigenous YA Literature  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: ENGL 8. Course Level: 2205

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

With complex characters, powerful themes, and engaging plots, Young Adult literature is not just for 12-18 year olds. Indigenous authors are creating YA texts in every genre, from romance to speculative fiction. This class will read and discuss texts written by Indigenous authors from across the globe, studying how these writers create Indigenous representation and promote sovereignty through culturally grounded stories that speak to universal human concerns. (Meets MnTC Goals 6 & 8).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor choice of primary source texts for study.

Videos, articles (scholarly and general interest), and author interviews as secondary sources.

14. **Course Content** (Provide an outline of major topics covered in course)

1. History of YA Literature and the #OwnVoices movement
2. Promise or Peril?: Historical Fiction
3. Visibility and Representation: Realistic Fiction
4. What Was the Question?: Re-Imagining the Purpose of Mystery
5. Indigenous Futurisms: Fantasy, Sci-Fi, and Sovereignty
6. Survivance of the Oral Tradition: Poetry
7. Multimodalities and Hybrid Texts: Graphic Novels
8. Erasing Boundaries: Adaptations Between and Across Genres

- 9. Liberties and Libertines: Controversies in the Community
- 10. The Other Other: Queer and Disabled Characters

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Describe the history of Indigenous YA literature, as it relates to both Native literature and Western literature.	A	1
Engage in literary analysis, identifying the elements of different YA genres and applying literary theory and terminology to a text.	A, B	7
Interpret works of literature as expressions of individual and cultural values within historical, social, and cultural contexts.	D	7
Identify controversies around the definitions, creations, and uses of Native American Literature.	C	2
Examine diversity in tribal nations and their literatures.	D	1

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in

harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6 & 8

Goal 6: The Humanities and Fine Arts

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

**Students will be able to:**

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

Goal 8: Global Perspective

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

**Students will be able to:**

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.

- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

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