

**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: _____ Date revised 2/12/24

4. Department/discipline: English

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

6. Course Title: American Indian Literature
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: ENGL 8. Course Level: 2005

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

In this class, you will sample foundational works from the American Indian Literary Renaissance and explore contemporary Native writers as they revise and redefine modes of literary expression. Readings will include novels, short stories, poetry, graphic novels, non-fiction, and other genre-defying works that address Native life, identity, and sovereignty. Special emphasis will be placed on Anishinaabeg writers and theorists. (Meets MnTC goal areas 6 & 7.)

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's choice (Native American Literature: An Anthology is often used)

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

1. Honoring the Past
2. Colonization vs Settlement
3. Cultural (mis)Representations
4. American Indian Renaissance
5. Dismantling Western Paradigms
6. The Centrality of Women
7. Whose Language?
8. Preparing for the Future

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
Evaluate, interpret, and/or critique works of American Indian Literature within cultural and historical contexts.	B, C	6
Analyze the relationship between Indigenous worldviews and frameworks of expression.	C, D	1
Identify first, second, and third generation works of American Indian Literature.	A, D	2
Apply elements of fiction, literary terms, and theories to texts.	A, C	1
Explore American Indian Studies' critique of and contributions to the field of literary criticism.	B, 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

Goal Area(s): 6 & 7

Goal 6: Humanities & Fine Arts

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

Goal 7: Human Diversity OPTION 1

- a. Understand the development of and the changing meanings of group identities in the United States’ history and culture
- b. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society
- c. Analyze their own behaviors, concepts, and beliefs regarding diversity, racism, and bigotry
- d. 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.

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

 Yes X No

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

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