Life and Writings of Indigenous/Marginalized Women: Native American, Australian Aborigine, and Dalits from India

1. **Title of Course and Number:** Life and Writings of Indigenous/Marginalized Women, WS/ASN/ENG 375

2. **Description of course exactly as in the WPUNJ Catalogue:**

   This course is designed to expose the students to the richness of the culture and literatures of women from indigenous communities, and the systemic oppression that they have been/are subject to due to race, caste, gender and class. The communities will include Native American, Australian Aborigine, and Dalit women from India. The traditional and historical status of these women in relation to their social, economic and political status today will be discussed. These silenced voices of women will be presented and analyzed in the forms of individual stories, memoirs, songs, poetry and fiction of the women from these three communities. Significant texts in translated literary forms and works will be used as primary resources. This course will involve reading literary works, and dealing with them via lecture, class discussions, small group discussions, and writing about significant aspects of the literatures.

3. **Course prerequisites:** WS 110 or WS 150 or AACS 150 or AACS 155 and English 110

4. **Course Objectives:**
   The course will:
   1. Expose and create awareness among students of the cultural and literary heritage of women from indigenous cultures
   2. Examine in detail the oppressive social, economic, political status of women from these communities.
   3. Describe, compare, and contrast the literary forms and works from the three communities of women
   4. Analyze the use and purpose of literary techniques employed in these literatures
   5. Increase understanding of the literatures by reading, discussing, and writing about issues raised by these works of literature
   6. Expand the global knowledge of the students
   7. Enhance interactive/co-operative skills among students through small and large group discussions
   8. Build students' critical thinking and writing skills
   9. Provide opportunities for students to explore the use of informational technology for research
5. Student Learning Outcomes:
Students will:
1. Demonstrate the ability to analyze indigenous women’s lives taking into account
gender, race, class, caste, sexuality, and nationality.
2. Understand the impact of capitalism and globalization on indigenous groups of women
3. Identify the commonalities and differences among the literatures and lives of these
groups of women
4. Recognize and be able to analyze internal oppressive structures
5. Understand and appreciate the culture and literature of indigenous communities.
6. Learn to use literary material in various forms as primary sources to be able to
critically investigate, analyze and synthesize literatures from these communities
7. Demonstrate literary critical thinking through written assignments
8. Be able to make the connection between the employment of various literary techniques
   and the life styles of these communities
9. Develop cooperative learning skills

6. Topical Outline of the Course Content:
a. Marginalization in the context of indigenous status
b. Overview of histories of the three cultures
c. Examine the social conditions within these communities
d. Examine and critique the social structure of the larger cultures
e. Study traditional and current literary expressions of these communities
f. Purposeful use of literary forms and literary techniques
g. Literature as social tool
h. Study the various Literary forms
 i. Examine the literary techniques employed
j. Use of language/speech as power
k. Use of commonplace imagery
l. Lyricism and expression
m. Subversive strategies within self presentation vs false representation as revealed in
   literary expressions
n. Gender roles, traditional and current
o. Cycles of Capitalism, globalization and Economic exploitation
p. Organizing and Social Movements for change by and for marginalized women

7. Guidelines/Suggestions for teaching methods and student learning activities:
   • Class discussions
   • Small group discussions
   • Group presentations
   • Use of power point presentations, videos and movies
   • Guest lectures
   • Research Papers: Social and literary analysis

8. Guidelines/suggestions for methods of student assessment:
   • Assessment of demonstrated understanding of ideas, concepts and themes
• Assessment of the understanding of the significance of the use of specific literary forms and techniques
• Assessment of participation in class discussions
• Assessment of Class presentations
• Assessment of literary critical analysis papers

9. Suggested Readings:

Films and Videos:
Rabbit Proof Fence
Thunderbird Woman
Lesser Humans
When Women Unite

10. Bibliography of supportive texts and other materials:

Native American Experience and Writing


____________*The Turn to the Native: Studies in Criticism and Culture.* Lincoln: University of Nebraska Press, 1996.


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**Australian Aborigine Experience and Writing**


*Van Diemen's Land - Copies of all Correspondence between Lieutenant-Governor Arthur and His Majesty's Secretary of State for the Colonies, on the subject of the Military operations lately carried on against the Aboriginal inhabitants of Van Diemen's Land*. Hobart: Tasmanian Historical Research Association, 1971.
Dalit Experience and Writing


--- *Kissumbukkaaran*. Madurai: Community Thought, Action and Research Center, 1996.


11. Preparer's name and date: Jebaroja Singh, November 6, 2005

12. Original Departmental approval date: November 21, 2005

13. Reviser's name and Date: Jebaroja Singh, November 22, 2005

14. Departmental Revision Approval date: