

**HIBBING COMMUNITY COLLEGE
COURSE OUTLINE**

COURSE NUMBER & TITLE: MCS 1071 - American Indian Art

CREDITS: 3 (Lecture 1 / Lab Hours 2)

PREREQUISITES: None

CATALOG DESCRIPTION:

American Indian Art is designed to give students an introduction to the various art forms of the North American Indian. The lecture portion of the course introduces students to the variety of Indian art from the Northeast, Southeast, Plains, Northwest, and Southwest, with a separate section for Great Lakes Indian art. An historical overview of Indian art is included. The lab introduces students to a variety of Indian art methods including bead weaving, loom work, applique work, porcupine quill work, bark and pine needle baskets. MNTC goal areas: 6B & 7.

OUTLINE OF MAJOR CONTENT AREAS:

- I. Art and art history of the Northeast American Indians
 - A. Iroquois
 - 1. Mohawk applique bead work
 - 2. Seneca masks
 - 3. Traditional regalia of the Northeast American Indians
 - B. Great Lakes
 - 1. Bead weaving
 - 2. Porcupine quills on bark
 - 3. Birch bark baskets
 - 4. Dream catchers
 - 5. Cradle boards
 - 6. Pipestone prayer pipe
- II. Art and art history of the Southeast American Indians
 - A. Cherokee weaving
 - B. Choctaw
 - 1. Traditional regalia
 - 2. River cane baskets
 - C. Seminole
 - 1. Patch work
 - 2. Pine needle baskets
 - 3. Dolls

- III. Art and art history of the Plains Indians
 - A. Dakota
 - 1. Porcupine quill work on leather
 - 2. Loom bead work
 - 3. Horsehair braiding
 - 4. Traditional regalia
 - 5. Tepee
 - B. Blackfeet
 - 1. Leather work
 - 2. Traditional regalia
- IV. Art and art history of the Southwest American Indians
 - A. Navajo
 - 1. Sandpainting
 - 2. Silverwork
 - B. Hopi
 - 1. Kachina dolls
 - 2. Flat baskets
 - C. Zuni
 - 1. Silverwork
 - 2. Traditional regalia for dancers
 - D. Apache
 - 1. Bead weaving
 - 2. Traditional regalia for dancers
 - 3. Cradle board
- V. Art and art history of the Northwest American Indians
 - A. Haida
 - 1. Story masks
 - 2. Carving on houses and totem poles
 - 3. Canoes
 - 4. Traditional regalia
 - B. Tlingit
 - 1. Weaving
 - 2. Traditional regalia
 - 3. Baskets
- VI. Student projects

COURSE GOALS/OBJECTIVES/OUTCOMES:

Students will

- 1. identify Winnebago ribbon work.
- 2. identify the masks of the Seneca.
- 3. distinguish between the porcupine hair roaches of the Ojibwe and the headdress of the Plains Indians.
- 4. contrast Ojibwe and Apache cradle boards.
- 5. identify Cherokee weavings.

6. differentiate between Choctaw and Seminole patchwork.
7. describe a river cane basket of the Choctaw.
8. identify a Seminole blow gun.
9. describe a Seminole doll.
10. identify porcupine quill work on leather.
11. recognize horsehair braiding of the Plains Indians.
12. describe the difference between a wigwam and a tepee.
13. identify the leatherwork patterns of the Blackfeet.
14. describe a Navaho sandpainting and its purpose.
15. identify Zuni inlay silverwork.
16. explain the reasons for the story masks of the Haida.
17. identify a Haida home by its carvings and totem poles.
18. describe a Haida canoe.
19. explain the significance of a Tlingit weaving.
20. explain how the Tlingit baskets are made and used.
21. compare and contrast the traditional regalia of the Indian groups studied.
22. document progress in a project reports folder.
23. appreciate art as a cultural heritage.
24. demonstrate sensitivity and awareness of cultural differences in written and oral reports.
25. create a Micmac porcupine quill work piece.
26. demonstrate the Menominee method of weaving ash baskets.
27. create a project using the Mohawk applique method of bead work.
28. create six bead weaving projects.
29. give examples and create one of the birch bark baskets from the Great Lakes areas.
30. create a pine Cherokee needle basket or an Ojibwe sweet grass basket.
31. develop and create a loom work project.
32. give examples of types of Hopi Kachina dolls.
33. create examples of Apache and Ojibwe bead weaving methods.
34. weave an Ojibwe dream catcher.

MNTC GOALS AND COMPETENCIES MET:

Goal 6: Humanities and Fine Arts, Area B

Goal 7: Human Diversity

HCC COMPETENCIES:

Working productively and cooperatively

Communicating clearly and effectively

Social/Civic responsibility

STUDENT CONTRIBUTIONS:

Students will be expected to read assignments and incorporate the information from the textbook and lectures into reports. Students are expected to complete 14 projects and discuss their work and the work of others using a vocabulary consistent with that listed in the content outline above. Attendance and class participation are critical.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS MATERIALS, ETC.)

Students must purchase project materials which vary in cost. Lab projects are subject to seasonal availability of materials. Students will be evaluated on reports, 13 lab projects, and class participation. There are 12 small projects and one major project of the student's choice. Reports and project pictures must be presented in a portfolio.

AASC Approval Date: May 13, 2014

Review Date: May 2019

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