Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

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: 10/5/2007 Date revised: 12/9/2014

4. Department/discipline: AMIN

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

6. Course Title: Anishinaabeg of Lake Superior

   Abbreviated course title (25 characters or less):

7. Course Designator: AMIN

8. Course Level: 1050

9. Number of Credits: Lecture: 3 Lab: 0

10. Control Number (on site): 40

    Control Number (online): 25

11. Catalog/Course description:

This course is designed to familiarize students with the indigenous people of the Lake Superior region: the Ojibwe-Anishinaabe. Exploring the philosophical and social changes that occurred as a result of contact and colonization, topics range from pre-contact to the activism of the 60’s. Among the topics covered are philosophy, the oral tradition, migration to the Great Lakes region, fur trade, assimilation policies, the federal trust responsibility and sovereignty. Through multiple resources students examine the historical antecedence underlying Indian/White relations as it exists today. The class is comprised of online lecture, discussion, text and online readings, and assigned activities. Out-of-class activities encourage interaction and exploration of the local culture as well as broadening student awareness and increasing contact with tribal members. As an “Intro” course the overall mission is to explore the philosophical worldview and rich background of the Ojibwe-Anishinaabe people through both direct and indirect means. The course encourages students to develop critical thinking and critical reading skills, and develop their writing and technology skills as well. (Meets MnTC goal areas 7 & 9)
12. Course prerequisite(s) or co-requisite(s):
   Prerequisite(s): None
   Co-requisite: None

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

   Textbooks:
   Additional Texts and Resources (determined by instructor)
   6. Supplemental articles and/or texts related to topic
   7. Online lecture or notes (property of the instructor)
   8. Internet and CD based video/video clips (related to the topic)

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

   1. Pre-Contact History
   2. Oral Tradition/ Life Philosophy
   3. Migration
   4. Fur Trade Era
   5. Assimilation Era
   6. Self-Determination Era

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.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

1. Analyze, evaluate and determine appropriate examples of oral tradition. (A, B) [GI, ZO, AA, DE, ZH]
2. Demonstrate an understanding of characteristics specific to each Ojibwe-Anishinaabe historical era. (B) [GW, ZO, DE]
3. Demonstrate a general understanding of Ojibwe-Anishinaabe Treaties and the “Rights” retained within them. (A, B) [GW, ZO, AA, DE, ZA]
4. Analyze, evaluate, and articulate the impact of colonization on Ojibwe lifeways. (A, C) [GW, ZO, DE, ZA]
5. Analyze, evaluate, and articulate the impact of various assimilation policies on Ojibwe lifeways. (C) [GW, ZO, DE, ZA]
6. Analyze, evaluate and identify factors contributing to the current state of Indian- White relations. (A, C) [GW, ZO, AA, ZA]
7. Analyze, evaluate and articulate the connection between culture and worldview. (A, D) [GI, ZO, ZA, ZH]
8. Be exposed to the customs and traditions of the Ojibwe-Anishinaabe people. (D) [GI, ZO, AA, ZA, ZH]
9. Analyze, evaluate and identify significant cultural differences between Ojibwe and non-Ojibwe People. (D) [GI, GW, AA, ZO, DE, ZA, ZH]

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

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

**Goal Area(s): 7 & ( )**

**Goal and Outcomes:**
- **Goal:** Human Diversity & Ethical and Civic Responsibility
- **Outcome:**
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<th>General Education</th>
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