Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

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: 3/3/2016 Date revised:

4. **Department/discipline:** Music/ART

5. **Department(s) endorsement(s):** ________________________________

   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: **Foundations of American and Anishinaabe Arts in Education**

   Abbreviated course title (25 characters or less):

7. **Course Designator:** MUSC/ART

8. **Course Level:** 1250

9. Number of Credits: Lecture: 2 Lab: 1

10. Control Number (on site): 24

    Control Number (online): 0

11. **Catalog/Course description:**

    The Anishinaabe culture and traditions will be the basis of the visual and performing arts for a beginning level of the elementary education coursework. These areas of the visual and performing arts are inclusive of: art, dance, music, theater, and multimedia with the Anishinaabe emphasis. The personal, social, cultural and historical contexts will be influenced in the creation, interpretation or performance of the arts including the contributions of Minnesota American Indian tribes and communities. (Meets MnTC goal areas 6 & 7).

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).

1. As requested by instructor.

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

1. Fundamental knowledge of the visual and performing arts, including music, dance, and theater, concepts and the connections with the Anishininaabe cultural immersed throughout the course.
2. Basic structural elements, principles, and vocabulary of the visual and performing arts.
3. Perform and create using the basic elements and processes of visual and performing arts with the Anishinaabe cultural incorporated into these areas.
4. Recognize and apply within the elementary level nurturing artistic modes of expression and thinking and the historical contexts and contributions of Native Americans.
5. Incorporate the cultural aesthetic components into the visual and performing arts.
6. Components from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.

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. Identify the characteristics of the different arts, which include: visual and performing arts, music, dance, theater and multimedia. Each area will include components from a variety of cultures including the contributions of Minnesota American Indian tribes and communities. (A) (B) (D)
2. Describe the cultural and historical traditions of the arts including the contributions of Minnesota American Indian tribes and communities. (B) (D)
3. Compare and contrast connections among works in the arts, their purpose, and the personal, cultural, historical contexts, including the contributions of Minnesota American Indian tribes and communities. (C), (D)
4. Explore the functions and purposes of the unique arts of North American indigenous peoples by culture area, in both the past and the present, within the overlapping contexts of culture area, politics, cosmology, religion and spirituality, and gender. (C), (D)
5. Recognize and identify the arts objects by region and culture group, and the functions of these artifacts in the indigenous culture and life. (B), (D)
6. Discuss the work of major artists, musicians, etc. from the perspective of their artistic concerns, styles, media, and principal influences. (B)
7. Recognize and apply the common terminology/vocabulary of the arts, history, and analysis. (A)

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): 6 & 7

Goal and Outcomes:
Goal: Humanities & Fine Arts and Human Diversity
Outcome:
Goals 6
1. Demonstrate awareness of the scope and variety of works in the arts relating to the Anishinaabeg.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Engage in the creative process or interpretive performance.
4. Articulate an informed personal reaction to works in the arts.
Goal: 7
1. Understand the development of and the changing meanings of group identities specific to the Anishinaabeg in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. 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.

4. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
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>College or University</th>
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