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: ___3/19/19_______ Date revised____________

4. Department/discipline: American Indian Studies ___________________________

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

6. Course Title: Traditional Anishinaabe Seasonal Activities
   Abbreviated course title for Transcripts (25 characters or less):________________

7. Course Designator: AMIN______ 8. Course Level: 1061______

9. Number of Credits: Lecture _______ Lab _______

10. Control Number (on site) _______ Control Number (online)________

11. Catalog/Course description:

   Introduction to process, protocols and skills necessary for traditional Ojibwe (Anishinaabe) seasonal activities. This course will be a hands-on project based and seasonally driven. The projects will all be participatory and the student may be may be required to participate indoor or outdoor depending on the activity. Anishinaabe knowledge is not required but will be learned throughout the process.

   The course introduces students to traditional Ojibwe (Anishinaabe) activities such as canoeing, hide tanning, maple sugaring, wild ricing, sewing (skirt, regalia, glove/mittens, quilting), food processing, etc.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

   Prerequisite(s):

   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).

   This class is intended for students of all ages and abilities. Individuals who have not participated in physical activities are advised to consult a physician before participating. Any history of disease or disability requiring limited participation should be reported to the instructor. Activity classes even under the safest possible conditions can be hazardous. Safety rules must be followed to minimize the risk of injury
14. Course Content (Provide an outline of major topics covered in course)

- Develop abilities (physical, cognitive, fitness, affective) necessary to participate in lifetime seasonal/community activities at a beginning level related to Anishinaabe ways of knowing (i.e. Processes for sugar bush, gardening, wild ricing, hide tanning, sewing: regalia, gloves, quilts, fishing (netting, ice-fishing etc.)
- Recognize the Anishinaabe seasonal activities as a way of life for communities locally, nationally, and worldly, for the diverse global aspects of life.
- Demonstrate the appropriate Anishinaabe Ways of Knowing processes and procedures for the selection of various seasonal activities with the proper equipment necessary as well as for the safety requirements of the chosen projects(s): canoeing, archery, sewing, sugar bush, etc.
- Demonstrate the ability to apply and problem solve individual and group efforts throughout the different projects to members of the community.

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.

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Competencies (CAC)</th>
<th>Cultural Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify a culturally appropriate course of action from a chosen project.</td>
<td>B</td>
<td>1</td>
</tr>
<tr>
<td>• Recognize, observe and apply culturally appropriate protocols by journaling the experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Participate in cultural activities by talking with the elders and community and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Engage with informed, realistic assessments to identify strengths, and needs by discussing the beginning and end process of a project.
- Make appropriate decisions/changes based on personal reflection of the experience.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Understand and apply core culturally relevant – Ojibwe-Anishinaabe concepts (e.g. sovereignty, treaty rights, obligations, ethics) to specific projects/products.
- Articulate ethical challenges apparent in decision making.
- Make appropriate choices regarding the long-term consequences of actions (to detect fallacious reasoning).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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](http://www.mntransfer.org)

   Goal Area(s): ____________

   Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?
   __________ Yes  X  No

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

   3/19/19