

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

1/23/18

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: 05/02/18 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: Culturally Responsive Leadership

Abbreviated course title (25 characters or less): _____

7. Course Designator: AMIN 8. Course Level: 2301

9. Number of Credits: Lecture 2 Lab _____

10. Control Number (on site) 25 Control Number (online) _____

11. Catalog/Course description:

Students in this course will develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in “cultural standards for educators” assessment will determine the student’s direction for their own project in a culturally responsive leadership role. Anishinaabe practices will be introduced throughout the unit. Students will become familiar with the different needs in the community and will address this need with a chosen project of their choice that will be useful for classroom purposes. Students will identify and utilize appropriate sources of Ojibwe-Anishinaabe cultural, historical, social, and political knowledge to apply to this classroom project.

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

Prerequisite(s): AMIN 2300: Culturally Responsive Education

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).

- Saifer, S., Edwards K., Ko, L., Stuczynski, A., *Culturally Responsive Standards-Based Teaching 2nd addition*. Corwin. 2011
- Tri-fold display board

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

- Culturally responsive standards-based teaching
- Self-Assessment on Transformational Learning
- Embed culturally responsive standards-based teaching into a unit of study
- Assessment and Reflection
- Provide a service to 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.

Course Learning Outcomes.

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

- Use print/web to evaluate a need in the community (at an elementary level) and then write up a unit/project from the results; (A) (B) (D)
- Choose a specific unit of study (project) to strategize, create and then display the knowledge, skills, experiences, and cultures of families and community members in a eco cultural tourism display. (C), (D)
- Create a place-based cultural unit/project that includes the Anishinaabe language. (A), (B), (D)
- Apply Cultural Responsive Standards to a chosen a project/unit that shows a need for the local community and be insightful of eco-cultural tourism display for an elementary classroom. (C, D)
- Work in small groups to discuss and develop an eco-cultural tourism display. (B, D)
- After the creation of eco-cultural tourism display prepare a discussion of how to fulfill the needs of the communities. (B, C, D)
- Evaluate the local project and present to the class, or at a local, state or national conference. (C)

Cultural Standards*

*Each course within the AIS AA program must meet a minimum of 2 measurable learning outcomes for 3 different **Cultural Standards**. If your course does not meet the Cultural Standards, please justify your rationale.*

Standard (must meet 3)	Measurable Outcomes (2 for each standard)	Assessment
4. AANGWAAMIZIWIN <i>Diligence and caution</i>	<ul style="list-style-type: none"> • Choose and Prepare a project displaying sequences of a place-based local Indigenous need (ex. resource management or health and wellness) that will represent a change for the community today. • Develop higher order problem solving skills by modeling strategies with pictures/maps etc. of the past and perceptions of the 	<ul style="list-style-type: none"> • A display of Eco cultural tourism for a local community that demonstrates change for the community.

	present and future of the community on the display board.	
5. DEBWEWIN <i>Honesty and integrity</i>	<ul style="list-style-type: none"> Collect and write about the effective use of the knowledge, skills and ways of knowing from the Ojibwe-Anishinaabe(mowin) traditions (past and present) and how this affects the larger world in which we live today. Discuss the role of world citizenship and the responsibilities of a common global future by discussing the display at a conference. 	Discuss and/or write about Indigenous ways of knowing with the display chosen for place-based project at a conference, workshop as well as in a classroom inclusive of the language.
7. ZHAWENINDIWIN <i>Compassion</i>	<ul style="list-style-type: none"> Choose an art form as an expression of individual and human values within a historical and social context relating to the eco cultural display that may include: personal drawings, digital, music, power points, etc. Demonstrate an understanding of typical Ojibwe-Anishinaabe traditions and their purposes 	<p>The art form will be used with the elementary display project.</p> <ul style="list-style-type: none"> Discuss the historical components relating to the project.

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

Goal Area(s): 7 & 8

Does this course require additional material for specific program requirements?
If yes, please provide.

7: Human Diversity

- To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.
- 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.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

8: Global Perspective

- To increase students' understanding of the growing interdependence of nations and peoples

and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Updated 01/23/18

Appendix

Gidizhitwaawinaanin (Cultural Standards) Descriptions:

Learning goals within the American Indian Studies AA program are guided by Gidizhitwaawinaanin; they are highly interdependent and interrelated, which is congruent with an Ojibwe-Anishinaabe worldview. No single goal is meant to stand alone. Each goal is best fulfilled when in concert with one another.

Goal 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. The Ojibwe-Anishinaabe language is at the heart of its worldview, and the program seeks to develop speakers who use Ojibwe-Anishinaabe language and knowledge effectively to speak, listen, and act in culturally appropriate ways.

The development of critical thinking unifies factual, logical, rational, and value-sensitive thought with culturally appropriate knowledge. Students are encouraged to develop awareness of their own thinking, reasoning, problem solving, and decision making processes. Value for language, knowledge, learning, and critical thinking occurs through reinforcement with multiple opportunities to hear, speak, and participate in discussion and public discourse throughout the AIS AA program.

The American Indian Studies program encourages students to initiate the building of gikendaasowin – their educational foundation – through the *Introduction to Indian Studies* and *Introduction to the Ojibwe-Anishinaabe Language* courses. As a foundation to the program, students are encouraged to complete the introductory courses early in their collegiate studies.

Outcomes

Students will be able to:

- Understand and demonstrate the speaking process
- Select appropriate communication choice
- Construct logical, appropriate and coherent sentences/phrases
- Recognize and articulate the value assumptions which underlie and affect perception, interpretation, analysis, evaluation, and decisions made by ourselves and others
- Gather information and apply it to a given problem in a manner that is relevant, clear, comprehensive
- Identify a culturally appropriate course of action
- Recognize, observe and apply culturally appropriate protocols
- Participate in cultural activities
- Critically analyze and evaluate information
- Locate, evaluate, and synthesize culturally relevant knowledge
- Access culturally appropriate resources (e.g. elders, literature, camps, etc.)

Goal 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.

Students learn to appreciate the importance of balance in their lives and in the broader community by understanding natural science principles, biophysical principles, socio-cultural systems, and the long-term consequences of actions.

Gwayakwaadiziwin is an integral piece to lifelong learning. In the AIS AA program, gwayakwaadiziwin is an ongoing learning process that is reinforced throughout the curriculum.

Outcomes

Students will be able to:

- Understand the importance of and demonstrate the reflective process

- Engage in informed, realistic assessments to identify strengths, and needs
 - Make appropriate decisions based on reflection
 - Formulate and test hypotheses
 - Engage in simulations or field experiments
 - Collect, analyze and/or evaluate data
 - Communicate findings and interpretations both orally and in writing
 - Recognize the interrelated systems within creation
 - Discern patterns and interrelationships of biophysical and socio-cultural systems
 - Evaluate self and or societal issues from a systems-based perspective
 - Demonstrate analyze and/or evaluate how various disparate pieces apply to, or contribute to an experiment or situation
 - Analyze, evaluate, and articulate the consequences of action
 - Explain the structure and function of various natural ecosystems and the adaptive human strategies within those systems
- Evaluate critical environmental and natural resource issues in light of understanding about interrelationships, ecosystems, and institutions

Goal 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. Students increase their understanding of how historians and social and behavioral scientists discover, describe, and explain the interactions among individuals, groups, institutions events and ideas. Students are encouraged to talk about and see the interrelated dynamics (historical, social, political, and economic) of multiple interpretations of facts. By researching and listening to the rich oral and written history from local communities, students recognize the value and applicability of cultural knowledge. Such knowledge builds personal strength and better equips students to understand themselves and their community in relation to the issues facing Tribal Nations.

Zoongide'ewin is the foundation on which we build and strengthen each student's resilience, tenacity, and determination. The AIS AA program encourages students to develop a strong sense of self, strong in their personal beliefs.

Outcomes

Students will be able to:

- Employ, evaluate, and analyze the methods and data that historians and social and behavioral scientists have used to investigate the human condition
- Differentiate and articulate various cultural/social views
- Determine how cultural values and beliefs influence the interpretation of information when examining people from different cultural backgrounds
- Identify and utilize appropriate sources of Ojibwe-Anishinaabe cultural, historical, social, and political knowledge
- Examine social institutions and processes across a range of historical periods
- Use and critique explanatory systems or theories
- Compare contrast Ojibwe-Anishinaabe social institutions and processes to that of the mainstream society
- Develop articulate and communicate culturally-specific and culturally-appropriate (Ojibwe-Anishinaabe) explanations or solutions for contemporary social issues

Goal 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. Students develop the capacity to evaluate arguments and detect fallacious reasoning using mathematical, logical, and/or statistical information to inform their lives and

careers. Responsible citizenship requires that students develop the knowledge necessary to understand tribal sovereignty, as well as treaty rights and obligations.

Aangwaamiziwin requires thought before action but also that action follows thought. As ethical, informed citizens, students are able to more fully participate in their communities and Nations and see the implications/challenges of a Nation-to-Nation relationship as it exists today.

Outcomes

Students will be able to:

- Examine, analyze, and articulate their own ethical views
- Identify family and community values
- Clearly express mathematical/logical ideas in writing
- Explain what constitutes a valid mathematical/logical argument (proof)
- Understand and apply core culturally relevant – Ojibwe-Anishinaabe – concepts (e.g. sovereignty, treaty rights, obligations, ethics) to specific issues
- Analyze and reflect on ethical dimensions of personal, legal, social, environmental, political, and scientific issues
- Articulate ethical challenges apparent in decision making
- Make appropriate choices regarding the long-term consequences of actions (to detect fallacious reasoning)
- Apply and articulate a process of “thought before action” and “action following thought”
- Apply higher order problem solving and or modeling strategies
- Recognize the diversity of political motivations and interest of others
- Identify ways to exercise the rights and responsibilities of sovereignty in its many manifested forms

Goal 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. Utilizing the available technologies, students develop their capacity to see other individuals, communities, and Nations realistically while contrasting with their own social, cultural, economic, and political identity. Students are encouraged to use Ojibwe-Anishinaabe gikendaasowin as a baseline to learn about the social, cultural, and political views of self and others.

Debwewin encourages students to develop a deeper appreciation for their own worldview and the worldviews of others, and to see the similarities and differences that exist.

Outcomes

Students will be able to:

- Describe and analyze political, technological, economic, and cultural elements which influence relations of tribe, state, and societies in their historical and contemporary dimensions
- Identify the various forms of technology used and the consequences of their use for improving the quality of life
- Demonstrate knowledge of cultural, social, religious, and linguistic differences
- Determine how ideas and concepts from one knowledge system relate to those derived from another knowledge system
- Acquire insights from other cultures without diminishing the integrity of their own
- Analyze specific intra-national and international problems, illustrating the cultural, economic, and political differences that effect their solution
- Make effective use of the knowledge, skills and ways of knowing from the Ojibwe-Anishinaabe traditions to learn about the larger world in which they live
- Understand the role of world citizenship and the responsibilities of a common global future

Goal 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.

Students increase their understanding of individual, tribal, and group differences (e.g. tribe, race, gender, class) and develop their knowledge of the traditions and values of various groups in the United States.

When we care for others and ourselves in everything we do, we are living the value of zaagi'idiwin.

Outcomes

Students will be able to:

- Identify and define values and patterns of change within basic family units and the greater world community
- Demonstrate an awareness of the individual and institutional dynamics between groups in contemporary society
- Analyze attitudes, behavior, concepts, and beliefs regarding diversity, racism, and bigotry
- Describe and discuss the experiences and contributions (individual, political, social, economic, etc.) of the many Indigenous groups of Turtle Island [North America] and the world
- Demonstrate various communication skills necessary for living and working in a diverse society

Goal 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. Through study in literature, oral traditions, philosophy, and various cultural art forms, students are encouraged to develop an empathetic appreciation for the arts and humanities. Students will be able to discern the significance of arts and humanities to the health and survival of society. Zhawenindiwin is developed by understanding the human experience.

Outcomes

Students will be able to:

- Demonstrate an awareness of the scope and variety of expressions in the arts and humanities
- Demonstrate an understanding of the various art forms within the Ojibwe-Anishinaabe culture
- Identify these art forms as expressions of individual and human values within a historical and social context
- Demonstrate an understanding of typical Ojibwe-Anishinaabe traditions and their purposes
- Participate in an Indigenous creative process and/or interpretive performance
- Articulate an informed personal reaction to works in the arts and humanities

Minnesota Board of Teaching Learning Standards: 8710.2000 Standards of Effective Practice:

- **Standard 1, Subject Matter.** *A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:*
 - **12. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:**
 - 12f: how people create and change structures of power and authority and of governance;
 - 12g: how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;
 - 13: History, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and
 - 14: The environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

