

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM
DADIBAAKONIGEWIN APPROVED COURSE

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: 04/27/22 Date revised _____

4. Department/discipline: Art

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

6. Course Title: Ojibwe Traditional Design
Abbreviated course title for Transcripts (25 characters or less): Ojibwe Trad Design

7. Course Designator: ART 8. Course Level: 1050

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 20

11. Catalog/Course description:

This course provides students with an overview of Ojibwe traditional designs as used across multiple Ojibwe art forms. Hands-on activities in the course help students understand how designs traditionally were incorporated into every-day life.

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).

Readings, video, and guest lecture assigned by the instructor.

Sketchbook is required

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

1. Study of traditional materials broken down into 3 categories: applique/embroidery, clothing and dwelling, and tools.
2. Each category will have a hands-on project to better understand how materials influenced the design process
3. Visual journal to record information and practice designs
4. Search and study online museum archives of actual traditional items
5. Guest speakers and videos of master artists
6. Study outside of the classroom and search for traditional items out in the community
7. Study in-class traditional items from teacher and students
8. Create a final project inspired by traditional design

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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Develop communication and reflection skills to analyze Ojibwe traditional items in a culturally congruent way.	A, B, C, D	1, 2
Analyze describe and discuss the influence of nature on the Ojibwe traditional design process.	B, C, D	4, 5
Demonstrate understanding of how historical events impact changes in design over time.	A, B, D	3, 5, 6
Demonstrate understanding of how intercultural interaction contributed to design changes of traditional items over time.	A, B, D	6, 7

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

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 _____ No

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

Dadibaakonigewin Approval

03/19/19