

**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 4/30/20

4. Department/discipline: American Indian Studies

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

6. Course Title: Ojibwe 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 1

10. Control Number (on site) 25 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

These courses facilitate participation in traditional Ojibwe seasonal activities that are physical in nature yet allow for a broad range of physical abilities. Each activity, acquaints and/or further engages students in the traditional process, protocols and skills necessary to the seasonal activity (e.g. canoeing, hide tanning, maple sugaring, wild rice harvesting, dancing, etc.). The courses are hands-on activity based and seasonally driven. All activities are participatory requiring students participate indoor or outdoor depending on the activity. Anishinaabe knowledge is not required but will be learned throughout the process.

Each activity is prearranged with Instructor as an independent-study style course. Students propose to coordinator what the activity is, when and where the activity will take place and how they will achieve the necessary learning outcomes.

This course fulfills PE requirements and can be retaken with different seasonal activities (for a total of up to 3 credits)

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).

Activity description and /or Study guide providing description of seasonal activity, rules, protocols, and requirements covered in the course provided by instructor.

**Special Information:**

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 seasonal/community activities at a beginning level related to Anishinaabe ways of knowing (i.e. Processes for sugar bush, gardening, wild ricing, hide tanning, walking, running, and/or fishing (netting, ice-fishing etc.)
- Recognize seasonal activity/activities as a way of life for Indigenous communities locally, nationally, and internationally as part of diverse global aspects of life.
- Demonstrate the appropriate cultural processes and procedures for the various seasonal activities and the proper equipment necessary for the safety requirements of the chosen activity
- Demonstrate the ability to apply and problem solve individual and group efforts throughout the different activities with 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.)

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

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Recognize, observe, determine and apply culturally appropriate protocols of cultural activity	C, D	1, 4, 5
Locate, evaluate and synthesis culturally relevant knowledge	C, D	1, 2, 4, 5
Demonstrate the reflective process in performing activity/skill set	A, B, D	1, 2, 3, 5
Recognize the interrelated cultural systems within activity	C, D,	1, 2, 4

Understand and apply core culturally relevant – Ojibwe-Anishinaabe – concepts (e.g. sovereignty, treaty rights, obligations, ethics) to specific activity	C, D,	1, 4, 5
Analyze and reflect on ethical dimensions of personal, legal, social, environmental, political, and scientific issues related to activity	A, B	4, 5, 6
Participate in, analyze and report process and procedures of activity	A, B	3, 4, 5

**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\_\_\_\_\_No

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

**03/19/19**