

**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: 12/16/24 Date revised _____

4. Department/discipline: MUSC

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

6. Course Title: Hand Drumming
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: MUSC 8. Course Level: 2200

9. Number of Credits: Lecture 3 Lab 0

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course offers an immersive experience in hand drumming, exploring its rich Anishinaabeg heritage and evolving traditions, with a focus on gender roles in drumming across Turtle Island. Students will learn to drum individually and in groups, and sing to accompany the drum. The course includes hands-on practice, collaborative sessions, and a public performance to showcase their skills and understanding of diverse drumming practices, especially those from 20th and 21st century North America.

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

Prerequisite(s): none

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).

Instructor's choice.

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

Hand Drumming Course Outline

1. Introduction to Hand Drumming

- **Overview of Hand Drumming:** History and cultural significance.
- **Frame Drums and Hand Drums in American Musics:** Frame drums (hand drums), bongos, congas.
- **Basic Techniques:** Hand positions, sounding techniques, and basic rhythms.
- **Cultural/Spiritual Significance:** Understanding the cultural, spiritual, and ceremonial importance of hand drumming in various cultures.

2. Rhythm and Timing

- **Understanding Rhythm:** Basic concepts of rhythm and timing.
- **Counting Beats:** Learning to identify patterns and keep time.
- **Simple Rhythms:** Introduction to simple rhythms and patterns.
- **Sovereignty and Cultural Identity:** Exploring how drumming relates to cultural sovereignty and identity.

3. Intermediate Techniques and Patterns

- **Advanced Hand Techniques:** Slaps, tones, and bass sounds.
- **Complex Rhythms:** Introduction to more complex rhythms and syncopation.
- **Polyrhythms:** Understanding and playing polyrhythms.
- **Gender Roles:** Discussing the roles of different genders in hand drumming traditions.

4. Performance and Improvisation

- **Preparing for Performance:** Tips for singing and drumming in front of an audience. Incorporating honor and humility in performance.
- **Improvisation Skills:** Techniques for improvising and creating your own rhythms.
- **Solo and Group Performances:** Practicing solo and group pieces, including singing.
- **Feedback and Improvement:** Receiving and giving constructive feedback.

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- 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
1. Develop the ability to play hand drums and sing individually, mastering rhythms and techniques.	B	1
2. Synthesize hand drum and singing skills within a group, understanding the importance of synchronization, listening, and collaboration.	C	2
3. Explore various cultural traditions of hand drumming songs, recognizing how these traditions evolve over time and influence each other,	D	3

with a particular focus on the impact of gender roles and colonization.		
4. Prepare for and participate in a public performance, showcasing their singing and drumming skills and the diverse drumming traditions.	B, D	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): 6

6. The Humanities and Fine Arts

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

17. Are there any additional licensing/certification requirements involved?

 Yes X No

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

03/19/19