



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: The Waganakising Odawak

Course Number: NISH 100

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

An introduction to the history, culture, language and governance of the local Odawa people. Social conflicts between tribalism and capitalism, relations with other sovereign nations, casino and Odawa employment law, and the practice of storytelling are explored.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives:

- Describe history of the local Odawa people.
- Explain the cultural, language and social identities of the local Odawa people.
- Describe the governing structures of the Waganakising Odawak.
- Describe the government to government relations with other sovereigns.
- Explain the impact of PL 103-324 on the Waganakising Odawak.
- Identify components of Casino & Odawa Laws.
- Explain the social conflict between Tribalism and capitalism.
- Demonstrate an example of storytelling.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Describe history of the local Odawa people. (DQP 2)
- Explain the cultural, language and social identities of the local Odawa people. (DQP 2)
- Describe the governing structures of the Waganakising Odawak. (DQP 2)
- Describe the government to government relations with other sovereigns. (DQP 2)
- Explain the impact of PL 103-324 on the Waganakising Odawak. (DQP 5)
- Identify components of Casino & Odawa Laws. (DQP 2)
- Explain the social conflict between Tribalism and capitalism. (DQP 18)
- Demonstrate an example of storytelling. (DQP 2)



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Suggested Methods of Instruction:

This course will be completed as a time structured instructor directed online study, videos, assigned readings and online supplemental study aids.

Suggested Methods of Assessment and Evaluation:

Quizzes, oral presentations, final paper, and final oral presentation

Adopted Text at Time of Course Adoption/Revision:

TEXTS: Gah Baeh Jhagwah Buk: The Way It Happened a Visual Culture History of the Little Traverse Bay Bands of Odawa, James M. McClurken, October 5, 2005

SUPPLIED SUPPLEMENTARY MATERIALS:

Videos: The Four Directions and Journey to Sovereignty

TEXTS: History of the Ottawa and Chippewa Indians of Michigan; by Andrew J Blackbird (Paperback - Aug 2, 2010), also available in free electronic version

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- WEEK 1. Introduction to course
- WEEK 2. Pre-contact history of the local Odawa
- WEEK 3. The Odawa during period of contact with Europeans to 1900
- WEEK 4. The Odawa during the 20th century
- WEEK 5. Government to government relations with the United States
- WEEK 6. Public Law 103-324
- WEEK 7. Waganakising Odawak Constitution and the Tribal Government
- WEEK 8. Casinos in Indian Country
- WEEK 9. Odawa Casino Resort history
Video: Journey to Sovereignty
- WEEK 10. Waganakising Odawak Gaming Structure
- WEEK 11. Social conflict between Tribalism and capitalism and its impact on employment law
- WEEK 12. Overview of final presentations
- WEEK 13. Odawa culture today
Video: the Four Directions
- WEEK 14. Language today (Anishinaabemowin)
- WEEK 15. Story telling: legend, myth or lesson?
- WEEK 16. Final papers & Final oral presentations

Part 1 & Part 2 approved by CRDAP on:

Part 2 approved by AD: Sara Glasgow Date: 11 06 15

Part 2 approved by CRDAP Chair: Rod Anderson Date: 11 06 15

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012