



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Tribal Natural Resource Management

Course Number: NISH 190

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:

Tribes have become increasingly important resource managers. Tribes are responsible for the management of millions of acres land throughout the nation. The roles and the extent of tribal natural resource management is complicated and varies according to Treaties, Court Orders, location and can be influenced, increased or eliminated based on the outcome of court cases or federal legislation. This course is intended to expose the student to the court cases, treaties, laws and agreements that govern tribal natural resource management in Michigan. And to shed light on the philosophy behind tribal natural resource management. This course will also touch on the types of management and problem solving strategies necessary or available to natural resource managers. Field trips are an essential part of this class.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Demonstrate how Tribes manage natural resources in northern Michigan.
- Demonstrate how other agencies manage natural resources in northern Michigan.
- List the natural resources that are found in northern Michigan.
- Perform a variety of data collection techniques.
- Analyze information.
- Create effective management plans.

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.*

- Demonstrate how Tribes manage natural resources in northern Michigan. (DQP 10)
- Demonstrate how other agencies manage natural resources in northern Michigan. (DQP 10)
- List the natural resources that are found in northern Michigan. (DQP 10)
- Perform a variety of data collection techniques. (DQP 10)
- Analyze information. (DQP 10)
- Create effective management plans. (DQP 10)



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Suggested Methods of Instruction:

Outdoor labs, field trips, lectures, group discussions, group projects and guest speakers.

Suggested Methods of Assessment and Evaluation:

Tests, presentations, homework assignments and group projects.

Adopted Text at Time of Course Adoption/Revision:

TEXTS: American Indian Law in a Nutshell

OPTIONAL SUPPLEMENTARY MATERIALS: Attend: LTBB Tribal Council Meeting, LTBB NRC Meeting, Chippewa Ottawa Resource Authority meeting.

Topics Covered During the Semester:

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

- WEEK 1 1836 Treaty of Washington 1855 Treaty of Detroit, LTBB Reservation
- WEEK 2 Indian Reorganization Act of 1934, Indian Termination Policy, Indian Self –Determination and Education Act of 1975, Federal Trust Doctrine, NEPA
- WEEK 3 US v. MI, Consent Decree; 1985 & 2000 Great Lakes Consent Decrees, 2007 Inland Consent Decree, USFS MOU
- WEEK 4 Natural Resource Management, Integrated Management Plans, plan design, components of successful plans, example plans
- WEEK 5 Natural Resource Management, Integrated Management Plans, plan design, components of successful plans, example plans
- WEEK 6 Fish community inventory (electro-fishing), Macroinvertebrate inventory or road crossing inventory on Bear or Tannery Creek concept/design.
- WEEK 7 Fish Community inventory (electro-fishing), Macroinvertebrate inventory or road crossing inventory on Bear or Tannery Creek concept/design.
- WEEK 8 LTBB Government structure and the role of the Natural Resource Commission, LTBB Natural Resource Management, Management Philosophy, Management Plans, Research Projects
- WEEK 9 Visit Natural Resource Department meet NRC (attend NRC meeting)
- WEEK 10 LTBB Natural Resource Management, management philosophy, management plans, research projects
- WEEK 11 Conduct Bear River or Tannery Creek Fish Community, Macroinvertebrate, Bear or Tannery Creek Road crossing inventories (group’s field work)
- WEEK 12 Cooperative Management, Inter-tribal, Federal, State
- WEEK 13 Discussions of management issues, Wicked vs. Tame problems, barriers/solutions
- WEEK 14 Discussions of management issues, Wicked vs. Tame problems, barriers/solutions
- WEEK 15 Project presentations (Bear River Management Plan, Tannery Creek Management Plan or Report on findings/conclusions/recommendations
- WEEK 16 Project presentations (Bear River Management Plan, Tannery Creek Management Plan or Report on findings/conclusions/recommendations

Part 1 & Part 2 approved by CRDAP on: 05 01 15	
Part 2 approved by AD:	Date:
Part 2 approved by CRDAP Chair:	Date:

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