



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Anishinaabek Culture

Course Number: SOC 115

Credit Hrs. 1 Lecture Hrs. 1 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 1 Total Contact Hours: 17.6
(*Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6*)

Course Description:

An introduction to the Anishinaabek people. Topics covered will include the origin, culture, tradition and language of the Anishinaabek people. This course will also cover both historical and current issues of the tribe.

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

The student will be able to:

- Demonstrate an increased awareness of historical, current issues, cultural preservation and revitalization issues related to the Anishinaabek people.
- Describe the historical evolution of the Anishinaabek people.
- Give examples of Anishinaabek tradition.
- Explain the significance of Anishinaabek sovereignty.
- List the steps being taken to preserve the history of the Anishinaabek people.
- Discuss the possibilities for the future of the Anishinaabek people in the 21st century.

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 an increased awareness of historical, current issues, cultural preservation and revitalization issues related to the Anishinaabek people. (DQP 2)
- Describe the historical evolution of the Anishinaabek people. (DQP 2)
- Give examples of Anishinaabek tradition. (DQP 2)
- Explain the significance of Anishinaabek sovereignty. (DQP 2)
- List the steps being taken to preserve the history of the Anishinaabek people. (DQP 2)
- Discuss the possibilities for the future of the Anishinaabek people in the 21st century. (DQP 8)



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Suggested Methods of Instruction:

Lecture, discussion, and small group work.

Suggested Methods of Assessment and Evaluation:

Team project and presentation, individual work, quizzes, and exams.

Adopted Text at Time of Course Adoption/Revision:

TEXTS: None

OPTIONAL SUPPLEMENTARY MATERIALS: As given

Topics Covered During the Semester:

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

WEEK 1	Origins of the Anishinaabek: Popular view vs. Anishinaabe view
WEEK 2	Origins (cont.)
WEEK 3	Discussions of Clan System
WEEK 4	Anishnaabemowin: the Language of our People
WEEK 5	Historical Timeline through War of 1812
WEEK 6	Historical Timeline through War of 1812 (cont.)
WEEK 7	Significance of the Treaty of 1836
WEEK 8	Ceded Territories
WEEK 9	The Treaty of Detroit (1855)
WEEK 10	Fishing, Hunting and Gathering Rights
WEEK 11	Ceremonies and Traditions
WEEK 12	Sovereignty and Reaffirmation: September 21, 1994
WEEK 13	Archives & Records/Cultural Preservation (New Media)
WEEK 14	The Entrepreneur: Fur Trading, Casinos and other Enterprises (ENT)
WEEK 15	Traditional Medicine vs. Modern Medicine (Hlth/Med)
WEEK 16	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