



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Anishinaabewin (Culture)

Course Number: SOC 260

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:

The Anishinaabe social structure has been in a state of flux for 500 years and provides a rich cultural example of social change. The student will develop an understanding of the components of a society and what forces cause changes in those structures. Then study the pre and post contact Anishinaabewin (culture) to determine the disorganization caused by colonialism and finally study some more recent changes caused by de-colonialism on specific components within Anishinaabewin.

Prerequisite(s): none

Co-requisite(s): none

Course Objectives:

- Examine the pre and post contact social structures of the Anishinaabek.
- Define the elements of a culture.
- Demonstrate knowledge of theories and dimensions of social change and how it affects peoples' daily lives.
- Define colonialism and de-colonialism in the context of Anishinaabe Izhitwaawin.
- Describe the impact of colonial expansion on the Anishinaabe social structures.
- Analyze the extent of social disorganization amongst the Anishinaabek.
- Analyze present activities of the Anishinaabek and interpret the trends in various social changes from extinction to revitalization.
- Summarize the common activities of the Anishinaabek that define their present culture.
- Analyze the change in the Anishinaabek social structures and describe the disruptions that caused the change.

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.



North Central Michigan College Master Course Syllabus

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.*

- Examine the pre and post contact social structures of the Anishinaabek. (DQP 2)
- Define the elements of a culture. (DQP 2)
- Demonstrate knowledge of theories and dimensions of social change and how it affects peoples' daily lives. (DQP 2)
- Define colonialism and de-colonialism in the context of Anishinaabe Izhitwaawin. (DQP 2)
- Describe the impact of colonial expansion on the Anishinaabe social structures. (DQP 2)
- Analyze the extent of social disorganization amongst the Anishinaabek. (DQP 6,8)
- Analyze present activities of the Anishinaabek and interpret the trends in various social changes from extinction to revitalization. (DQP 6,8)
- Summarize the common activities of the Anishinaabek that define their present culture. (DQP 6,8)
- Analyze the change in the Anishinaabek social structures and describe the disruptions that caused the change. (DQP 6,8)



North Central Michigan College Master Course Syllabus

Suggested Methods of Instruction:

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

Suggested Methods of Assessment and Evaluation:

Narrative style papers, argumentative style papers and oral presentations.

Adopted Text at Time of Course Adoption/Revision:

TEXTS:

1. The Art of Tradition: Sacred Music, Dance & Myth of Michigan's Anishinaabe, 1946-1955, MSU Press, Kurath, Ettawageshik, Ettawageshik and McNally, July 15, 2009
2. History of the Ottawa and Chippewa Indians of Michigan by Andrew J. Blackbird (Mack-e-te-be-nessy), Blackbird, A. J. (1888).
3. The Indian Problem: from the Indian's Standpoint by Andrew J. Blackbird (1900)

OPTIONAL SUPPLEMENTARY MATERIALS:

1. DANCING ON OUR TURTLE'S BACK Stories of Nishnaabeg re-creation, resurgence and a new emergence, Artbeiter Ring Publishing, Manitoba, Leanne Simpson, 2011
2. 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

Topics Covered During the Semester:

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

Week 1	Exploration and definition of culture, social change, and disorganization
Week 2	Pre contact Anishinaabewewin (culture)
Week 3	Present Anishinaabewewin (culture)
Week 4	Sovereignty and politics
Week 5	Globalization, economics and casinos
Week 6	The boarding school era
Week 7	Music & Art
Week 8	Anishinaabemowin (language)
Week 9	Pow Wow
Week 10	Ghost Suppers
Week 11	Story Telling
Week 12	Religion & Ceremonies
Week 13	Effects of colonialism and other forces of external dis-organization
Week 14	De-colonialism and revitalization efforts of internal dis-organization
Week 15	Presentations due
Week 16	Papers Due

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



North Central Michigan College

Master Course Syllabus

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