

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Sault Ste. Marie, ON

COURSE OUTLINE

Course Title: Recreation - Minookmi/Niibin (Spring/Summer)

Semester: 1997 S

Course Code: FSA 101

Program: Four Seasons Anishinaabe Art Journey

Author: School of Native Education

Date: April 1997

APPROVED: M O'Connell DATE: May 97.
Dean, School of Native Education

I. Philosophy/Goals

This course will appeal to those who wish to acquire a broad range of experiences to heighten their creative expression and simultaneously contribute to their community. The course will foster an understanding of the role art has in the preservation and retention of the Anishinaabe culture. The Ojibwe language will be used when possible in this course.

II. Student Outcomes

Upon completion of this course, students will be able to:

Use basic Ojibwe language describing berry picking

Design and coordinate an Anishinaabe art/craft workshop

Identify and gather various types of summer berries (blue berries, strawberries, raspberries, etc.)

III. Topics to be Covered

Berry Picking

How to design and run workshops

IV. Learning Activities and Assignments

A. Berry Picking

First, students will be introduced to the various types of berries to be found in the area, and their traditional uses in foods and dyes, and the traditional methods of preserving and storing them. Then students will go on a berry-picking field trip.

B. How to Design and Run Workshops

Strong community arts and cultural programming can effectively address a wide scope of both individual and community needs. Programming of this nature requires four products working in unison - multi-skilled instructors, resources, community support and participation.

1. Arts and cultural facilitator development

Facilitators require a broad spectrum of skills to maintain long term community arts and cultural programming. These skills can be cultivated to result in the enrichment of both your personal skills and the community. In this part of the course, you will develop your inter-personal skills along with your style and techniques as an arts/culture facilitator.

2. Resources

Learn to identify, examine, record and tap into the human, financial, physical, and material resources available to maintaining long term community arts and cultural programming. Participate in front line training that includes lecture/presentation, case study (i.e., Cradleboard Project), group discussion and a research assignment.

Assignment: Community Resource Directory

This assignment has two parts:

A. Research and identify the human and financial resources you can tap into for long term community arts and cultural programming. You must include ten entries (five human, and five financial) and give the following information:

- Title/name of individual/organization
- Address
- Phone number
- Services provided by individual/organization

B. Research and identify 10 arts and cultural programs that are currently or have previously been delivered in rural and urban Native communities. This will help familiarize you with the types of programming that can be done, as well as put you in touch with others who have experience in this field. For each entry provide the following:

- Title of workshop
- Community where presented
- Name, address, and phone number of contact person
- Fees
- Programming provided

3. Community Support and Participation

Community support and participation are the key products to having any type of programming work. The instructor will guide you through discussion of successful and unsuccessful marketing techniques in Native communities. Included in this segment is the topic community partnering.

Assignment: Pow-wow poster

Design a poster for the Native Student Association Pow-wow. Ensure that all the information required is gathered to make a complete presentation at the Native Student Association Meeting. The purpose of this assignment is to obtain practical experience in promotional activities and partnering. It is your responsibility to contact the NSA Secretary for a spot on the meeting agenda.

Final Project: Creating a workshop

This will be a group class project to design and run a workshop. This will include deciding on a topic, locating funding and facilities, determining a facilitator, promotion and marketing, and gathering all necessary materials.

V. Evaluation

Grading for this course will be on a A-R scale.

Attendance and participation	30%
Assignment 1	25%
Assignment 2	15%
Final Project	<u>30%</u>
	100%

SPECIAL NOTES:

Students with special needs (e.g. physical limitations, visual impairment, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the rights to modify the course as he/she deems necessary to meet the needs of students.

Significant learning takes place in the classroom through an interactive learning approach, therefore, ALL students must attend 60% of the classes to obtain a passing grade.

ALL assignments are to be handed in on the due date and are to be typewritten. Any late assignments will be penalized 1% per each day late.

COLLEGE EVALUATION SYSTEM:

Letter grades, for transcript purposes, will be calculated as follows:

- 90% - 100% = A+
- 80% - 89% = A
- 70% - 79% = B
- 60% - 69% = C
- Below 60% = R (Repeat of the course)