**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** NAS 204 Native American Experience

**Home Department:** Center for Native American Studies

**Department Chair Name and Contact Information** (phone, email):

CNAS Director April Lindala x1397 alindala@nmu.edu

Faculty Affairs Comm. Chair Dr. Martin Reinhardt x1397 mreinhar@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

This class is *an introduction* to Native American peoples, communities and their history, culture, ideologies, attitudes, politics, art, and numerous other issues. Information on education, history, ideology, music, athletics, art, activists, culture, literature, media, film, and politics will be critically examined through an Indigenous lens (this will take practice). Students will analyze multiple threads of information on Native America today through various texts including films, books, websites, presentations and handouts.

**Learning outcomes.** Upon completion of the course, successful students will be able to:

1… **identify** and **describe** the three principal forms associated with Native peoples’ identities;

2… **define** and **utilize** terminology associated within NAS and the Native American experience;

3… **discuss** principles of tribal sovereignty and how multiple U.S. federal policies have impacted

 (and still impacts) tribal sovereignty and subsequently, Indian peoples today;

4… **compare** and **discuss** different approaches and perspectives between Native and non-Native people

 (e.g. traditional ecological knowledge, reciprocity, health concerns, ways of knowing) and how those

 different approaches affect our world today;

5… **discuss** multiple examples of creative cultural expression within Indian country (e.g. storytelling, poetry,

film, music, art, etc.) and **articulate** how these expressions deepen our understanding of the complexities of Indian country and our world today; and

6… **discuss** various historic and contemporary role models from within Indian country and their impact.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Critical thinking* To satisfy the *Evidence* outcome, NAS 204 requires students to select approaches and perspectives drawn from scholarly texts, articles, films, classroom lecture/discussion, and personal experience that support their analysis of some aspect of Native America today and apply such an analysis from their own perspective as well as theorize the Native American perspective.

 To satisfy the *Integrate* outcome, NAS 204 requires students to engage with multiple academic sub-disciplines as they relate to Native and non-Native relationships (e.g. governance). Students will apply that knowledge to their own personal experience, observations, approaches or media representations of Native peoples.

 To satisfy the *Evaluate* outcome, NAS 204 requires students to critique various scholarly texts, articles and films. Students will analyze and question their own personal paradigm about how American came to be and question the foundation of colonization as it relates to tribes within the U.S. and Canada. Students will evaluate how the U.S. and Canada treated Native peoples, Native children, Native belief systems, Native political systems, Native images and representations, Native remains, Native art/artifacts, and so on from the perspective of Native peoples.

*Social responsibility*

To satisfy the *Knowledge of Cultural Worldview Frameworks* outcome,NAS 204 requires students to learn

about multiple tribal groups from the United States and Canada: each of which have their own ways of knowing. Students will complete assignments which will demonstrate knowledge of the historical events and federal policies put in place that have impacted American Indians and First Nations people.

To satisfy the *Intercultural Awareness* outcome, NAS 204 requires students to engage in weekly activities in which they deconstruct laws; role play scenarios; and discuss stories, films, essays, songs and poems. In doing so these activities will ask them to critically think about the treatment of Native peoples through federal policies, educational acts (e.g. old school anthropologists) and media representation (advertising and stereotypes from films), exclusion from the global stage (e.g. UN vote on declaration of Indigenous peoples rights).

To satisfy the *Intercultural Engagement* outcome, NAS 204 requires students to write weekly reflections and one research paper that reflects on cultures other than their own. If a student self-identifies as American Indian or First Nations (and they usually do), they will be required to write on another distinct tribal group different from their own.

To satisfy the *Ethic Issues Recognition* outcome, NAS 204 requires students to recognize and articulate through weekly reflections how they can influence and act upon policies that affect not only tribal peoples, but even their own families (e.g. environmental protection) in an ethical and socially just way. Students will be able to define terms such as intergenerational trauma (how the unethical treatment of boarding schools have negatively impacted tribal families and communities), internalized oppression, cultural appropriation and other unethical practices and micro-aggressions still in play against tribal peoples today.

C. Describe the target audience (level, student groups, etc.)

NAS 204 Native American Experience has been and will be attractive to students enrolled in the NAS minor. NAS 204 has attracted students in other disciplines including (but not limited to); anthropology, criminal justice, education, English, history, philosophy, psychology, sociology and social work. It is geared towards students who are freshmen and sophomore but we do have upperclassmen take the course as well.

D. Give information on other roles this course may serve (e.g. Univ Requirement, required for a major(s), etc.)

This course is an elective in the Native American Studies minor. For several years, NAS 204 has been included in the First-Year experience block scheduling.

E. Provide any other information that may be relevant to the review of the course by GEC

There is one standard text utilized for the course that all NAS 204 faculty are required to use: *Native American Voices*. Multiple NAS faculty teach NAS 204 Native American Experience and they are encouraged to add multiple texts (books, articles, films, etc.) as they see fit to best meet the learning outcomes for the course and enhance the students’ experience with the subject matter. For over ten years, the face-to-face classroom has had 40 students per class. The on-line course, the number has been limited to 25 per course.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students take a **mid-term quiz** and a **final quiz**. **Frequency:** twice a semester **Overall grading weight:**Both quizzes represent 32% of the overall grade. **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for undergraduate students who have no previous experience with Native American Studies (NAS)**Examples:** See *sample* questions below(Q) Explain what is meant by “internalized oppression”? Do you think that Native people have experience this type of oppression? Explain your stance. List some examples from the text and discuss/list some examples you may have witnessed/experienced from another marginalized group (e.g. gender).(Q) from G. Littlebear’s essay: list the seven ways the author comments on regarding the knowledge of one’s language. Discuss and describe at least three of them. Make the argument why Indigenous languages are important to Indigenous culture and subsequently, the rest of the world’s populations (utilize course terminology to help you with your argument)?**Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work *within* class **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* activities/reflection questions below(GW) What does the term sovereignty mean both in relation to Indian people and a broader political lens? Apply this term to two distinct issues/themes already discussed in previous chapters. I’ll give you one example to get started (e.g. food sovereignty). Defend your stance on your terminology.(WR) Draw from Jose Barreiro’s essay “Call to Consciousness” and Robin Wall Kimmerer’s chapter “The Honorable Harvest. Why is climate change a critical concern to groups of Indigenous peoples? What is meant by “a call to consciousness” and by the term traditional ecological knowledge? How might these two movements affect all peoples of the world? Describe the varying steps to the Honorable Harvest as noted in Kimmerer’s chapter. How does this different from capitalists’ values? |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Students take a **mid-term quiz** and a **final quiz**. **Frequency:** twice a semester **Overall grading weight:**Both quizzes represent 32% of the overall grade. **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for undergraduate students who have no previous experience with Native American Studies (NAS)**Examples:** See *sample* below(Q) from G. Littlebear’s essay: list the seven ways the author comments on regarding the knowledge of one’s language. Discuss and describe at least three of them. Make the argument why Indigenous languages are important to Indigenous culture and subsequently, the rest of the world’s populations (utilize course terminology to help you with your argument)?(Q) Explain what is meant by “internalized oppression”? Do you think that Native people have experience this type of oppression? Explain your stance. List some examples from the text and discuss/list some examples you may have witnessed/experienced from another marginalized group (e.g. gender).**Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work *within* class. **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* activities/reflection questions below (WR) List at least five Native foods discussed in class and evaluate, then articulate why are they considered health foods? Historically, what role has frybread played in Native communities? Is frybread a traditional Indian food? Make the argument, why or why not? Based on class texts, theorize why it is so important. Identify and list reasons why it is important for Native people (and perhaps all people) to consider a Native traditional diet? **Task Type:** Students are required to compose one **Research Paper (RP)** **Frequency:** once a semester **Overall grading weight:**The RP represent 22% of the overall grade.**Expected Proficiency Rate:** The criterion level for *proficient* is at 70% as this may be a student’s first semester and such written critiques are very challenging. Often students are required/invited to submit a re-write.**Criteria:** **(RP) Students will be asked to compose** a research paper that is influenced by their academic goals or interests and at least two distinct tribal groups (loosely defined, this means federally recognized tribes, or multiple urban Indian groups, or inter-tribal organizations, etc.). The rubric will require that students be able to compare/contrast differences between mainstream society and the tribal groups identified in the research. The rubric will require that students will integrate another academic discipline with Native American Studies in the research. The rubric will require that students interview someone from within Native America about their topic. So a nursing major might do a paper on the differences between diabetes for Navajo and Lakota people as opposed to other racial groups. Their goal is to interview a Native person in the field of Nursing (difficult, but not impossible). Additionally, they will investigate and come to a conclusion how traditional diets of those two tribes may serve as an answer to addressing health concerns within their respective nations.  |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students take a **mid-term quiz** and a **final quiz**. **Frequency:** twice a semester **Overall grading weight:**Both quizzes represent 32% of the overall grade. **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for undergraduate students who have no previous experience with Native American Studies (NAS)**Examples:** See *sample* questions below(Q) From your readings on American Indians in the U.S. and First Nations peoples of Canada: In what ways was the colonization of Canada different than that of the United States? Compare and contrast at least two significant differences in the histories? Why is it important to understand the differences?**Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work in the class. **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* activities/reflection questions below(GW) Drawing from classroom conversations on Indian identity and Cook-Lynn’s essay, articulate at least two ways “anti-Indianism” differs from the “race dialogue.” Each person should identify at least one distinct news stories from within the last year involving race. Share with your peers – what was the news story centered on and how many racial groups were represented in the conversation? Are American Indians included in the media’s conversation on race? |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
| --- | --- | --- |
| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work in the class. **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* activities and reflection questions below(WR) Draw from Jose Barreiro’s essay “Call to Consciousness” and Robin Wall Kimmerer’s chapter “The Honorable Harvest. Why is climate change a critical concern to groups of Indigenous peoples? What is meant by “a call to consciousness” and by the term traditional ecological knowledge? How might these two movements affect all peoples of the world? Describe the varying steps to the Honorable Harvest as noted in Kimmerer’s chapter. How does this different from capitalists’ values?(WR) Define the term “Institutional discrimination” Is this term appropriate in the categorization of the sterilization of Indian women? Make your argument why or why not? Describe the nature and extent of sterilization of Indian women. What this ethical behavior? Why did doctors get away with this practice for so long? How did the Red Power movement react/respond to the sterilization of Indian women? How would you respond if you knew sterilizations were happening today? |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type:** Students take a **mid-term quiz** and a **final quiz**. **Frequency:** twice a semester**Overall grading weight:**Both quizzes represent 32% of the overall grade. **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for undergraduate students who have no previous experience with Native American Studies (NAS)**Examples:** See *sample* questions below(Q) Discuss the difference between patrilineal and matrilineal and identify at least two tribes under each category. (Q) from G. Littlebear’s essay: list the seven ways the author comments on regarding the knowledge of one’s language. Discuss and describe at least three of them. Make the argument why Indigenous languages are important to Indigenous culture and subsequently, the rest of the world’s populations (utilize course terminology to help you with your argument)?**Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work in the class. **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* questions below(WR) Draw from Lobo’s essay, “Is Urban a Person or a Place” Describe the characteristics of the “Indian community” and explain why it is a more meaningful concept in understanding the urban experience than is geographic location. How has the Indian community in urban areas become increasingly diverse and complex?(WR) Draw from Jose Barreiro’s essay “Call to Consciousness” and Robin Wall Kimmerer’s “The Honorable Harvest. Why is the issue of climate change a critical concern to certain groups of Indigenous peoples and how does it relate to traditional ecological knowledge? Identify those groups and discuss their experiences. What is meant by “a call to consciousness?” How does such a call to consciousness affect all people of the world? Describe the varying steps to the Honorable Harvest. How does this different from capitalists’ values?**Task Type:** Students are required to compose one **Research Paper (RP)** **Frequency:** once a semester **Overall grading weight:**The RP represent 22% of the overall grade.**Expected Proficiency Rate:** The criterion level for *proficient* is at 70% as this may be a student’s first semester and such written critiques are very challenging. Often students are required/invited to submit a re-write.**Criteria:** **(RP) Students will be asked to compose** a research paper that is influenced by their academic goals or interests and at least two distinct tribal groups (loosely defined, this means federally recognized tribes, or multiple urban Indian groups, or inter-tribal organizations, etc.). The rubric will require that students be able to compare/contrast differences between mainstream society and the tribal groups identified in the research. The rubric will require that students will integrate another academic discipline with Native American Studies in the research. The rubric will require that students interview someone from within Native America about their topic. So a nursing major might do a paper on the differences between diabetes for Navajo and Lakota people as opposed to other racial groups. Their goal is to interview a Native person in the field of Nursing (difficult, but not impossible). Additionally, they will investigate and come to a conclusion how traditional diets of those two tribes may serve as an answer to addressing health concerns within their respective nations.  |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work in the class. **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* activities and reflection questions below(GW) Review the essay on the Haudenosaunee political system. You will be tasked with a role playing exercise to make a determination on a fictional problem within a traditional Haudenosaunee village. Based on the essay, work together to figure out how the Haudenosaunee political system may have arrived at the outcome of such decision (and report your actual decision)? You will be asked to report to your peers in the class. Additionally, based on readings evaluate and report how does this process compared to the process of the United States. **Task Type:** Students are required to compose one **Research Paper (RP)** **Frequency:** once a semester **Overall grading weight:**The RP represent 22% of the overall grade.**Expected Proficiency Rate:** The criterion level for *proficient* is at 70% as this may be a student’s first semester and such written critiques are very challenging. Often students are required/invited to submit a re-write.**Criteria:** **(RP) Students will be asked to compose** a research paper that is influenced by their academic goals or interests and at least two distinct tribal groups (loosely defined, this means federally recognized tribes, or multiple urban Indian groups, or inter-tribal organizations, etc.). The rubric will require that students be able to compare/contrast differences between mainstream society and the tribal groups identified in the research. The rubric will require that students will integrate another academic discipline with Native American Studies in the research. The rubric will require that students interview someone from within Native America about their topic. So a nursing major might do a paper on the differences between diabetes for Navajo and Lakota people as opposed to other racial groups. Their goal is to interview a Native person in the field of Nursing (difficult, but not impossible). Additionally, they will investigate and come to a conclusion how traditional diets of those two tribes may serve as an answer to addressing health concerns within their respective nations.  |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type:** Students take a **mid-term quiz** and a **final quiz**. **Frequency:** twice a semester **Overall grading weight:**Both quizzes represent 32% of the overall grade. **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for undergraduate students who have no previous experience with Native American Studies (NAS)**Examples:** See *sample* questions (Q) From Weaver’s essay on Indigenous Identity: how does a reliance on “blood quantum” as the criteria for Native identity will lead to statistical extermination, or genocide? Who designed this reliance? Is it ethical? Make your argument why or why not.(Q) In 1953 Congress pass a resolution that authorized the termination of more than 100 Indian tribes. Explain what “termination” meant in this case. Explain the other two parts associated with this policy and how it affected/impacted Indian people. Was this an ethical policy? Why or why not? Utilize course terminology to help you with your argument. **Task Type:** Students participate in **class activities (GW)** and students compose multiple **one-page written reflections** **(WR)** over course material and activities. **Frequency:** weekly - this is on-going work in the class. **Overall grading weight:**30% (3% each)**Expected Proficiency Rate:** The criterion level for *proficient* is at 75%**Examples:** See *sample* activity/reflection question(GW) Compare and contrast the education experiences of Indian children in boarding schools to your own experience with education. Articulate arguments for and against these boarding schools. Be prepared to defend/debate boarding schools as ethical or not ethical for the big group discussion? Utilize course terminology when appropriate to make your arguments.(WR) Define the term “Institutional discrimination” Is this term appropriate in the categorization of the sterilization of Indian women? Make your argument why or why not? Describe the nature and extent of sterilization of Indian women. What this ethical behavior? Why did doctors get away with this practice for so long? How did the Red Power movement react/respond to the sterilization of Indian women? How would you respond if you knew sterilizations were happening today?(WR) Draw from John Mohawk’s essay “Directions in People’s Movements” List and briefly explain some of the important policies and laws that have had an impact on Indian peoples within the U.S. borders in the past two centuries. Make the argument for which was the most unethical/harmful. Be sure to utilize course terminology to support your argument.(WR) Articulate why you think that Newcomb refers to the Doctrine of Discovery as the *Christian* Doctrine of Discovery. What was happening during the time of the authorship of the papal bulls of 1452 and 1493? Explain the significance of the 1823 Johnson v. M’Intosh Super Court decision to the Doctrine of Discovery and federal Indian policy. What took place as a result of these policies in relation to American Indians/First Nations? Were these activities ethical at the time and should the Catholic Church apologize for the Doctrine of Discovery?? Why or why not?(WR) Draw from Jose Barreiro’s essay “Call to Consciousness” and Robin Wall Kimmerer’s chapter “The Honorable Harvest. Why is climate change a critical concern to groups of Indigenous peoples? What is meant by “a call to consciousness” and by the term traditional ecological knowledge? How might these two movements affect all peoples of the world? Describe the varying steps to the Honorable Harvest as noted in Kimmerer’s chapter. How does this different from capitalists’ values? |