**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**

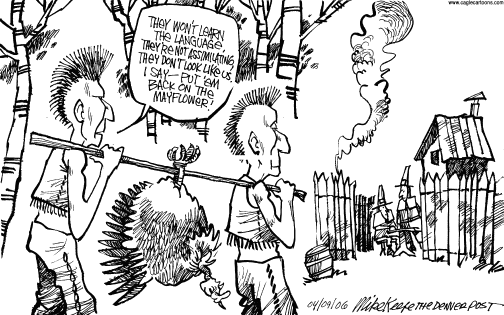
*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the 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.*

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| **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? |

Native American Experience

NAS 204 - April Lindala

**NAS 204 - 4 credits**

**Instructor:  April E. Lindala**

**If you are near or on campus,**

**I am located in 112 Whitman Hall**

**Phone:**  906-227-1397

*Appointments are best.*

**EMAIL:**  alindala@nmu.edu

*Please put your last name* ***NAS 204 F13*** *in the subject line. Thank you.*

NOTE: I will do my best to respond in a timely manner,

but I will not guarantee an answer during evenings and weekends.

**CNAS online:**  [www.nmu.edu/nativeamericans](http://www.nmu.edu/nativeamericans)

**Teaching Philosophy** *(Active Learning Credo)*

· What I **hear**, I forget

· What I hear & **see**, I remember a little

· What I hear, see & **ask questions about or discuss** with someone else, I begin to understand

· What I hear, see, discuss, and **do**, I acquire knowledge

· What I **teach** to another, I master

**Please review all of these pages carefully. While you are reviewing the course content, please be ready to ask me questions. This is important for your first assignment.**

**Overview and Purpose of the Course**

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 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);

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

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

Native American Experience

NAS 204 - April Lindala

**If you have never taken a Native American Studies course before this semester**

**Native American Studies:** There are five primary themes within Native American Studies: 1) *culture, history and* *language*; 2) *traditional ecological knowledge*; 3) *education, families and communities*; 4) *governance and sovereignty* with the theme of 5) *identity* being connected to all previous four listed themes. This course will strive to reach the basic levels for each of these five themes.

**What do I need to succeed in this course? An open mind, a desire to participate… and…**

**Texts are available at the NMU bookstore**

Chaillier, G., Tavernini, R., Eds. (2011) *Voice on the Water: Great Lakes Native America Now*

Lobo, S., Talbot, S., Morris. T. Eds. (2010) *Native American Voices: A Reader.* Third Edition

**Additional readings, handouts, power points and other materials will be made available via EduCat.**

**How will I be assessed?**

#1 - **complete** the course pre-assessment. Points obtained are for participation (guessing is encourage!),

#2 - **introduce yourself** to the class (see EduCat) answering three questions (early due date),

#3 - **participate, participate, participate** in class activities/discussions and **compose** weekly reflections on material,

#4 - **compose** a research paper that is influenced by your academic goal and Native America (see rubric),

#5 - complete a **mid-term quiz** and a **final quiz**

**Grading**

Course pre-assessment 20

Introduction 30

Active Participation/weekly reflections 180

One research paper 110

Quizzes (2 @ 80 pts ea) 160

TOTAL Points 500

**Scale**

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| --- | --- | --- |
| **A** | **95-100%** | **475-500** |
| **A-** | **90-94%** | **450-474** |
| **B+** | **87-89%** | **435-449** |
| **B** | **84-86%** | **420-434** |
| **B-** | **80-83%** | **400-419** |
| **C+** | **77-79%** | **385-399** |
| **C** | **74-76%** | **370-384** |
| **C-** | **70-73%** | **350-369** |
| **D+** | **67-69%** | **335-349** |
| **D** | **64-66%** | **320-334** |
| **D-** | **60-63%** | **300-319** |

Native American Experience

NAS 204 - April Lindala

**Sample of Terminology Associated with Course Content (see full glossary on EduCat)**

Assimilation Civilized Colonization Decolonization

Earth Ethic Ethnocide Ethnocentrism Genocide

Internalized oppression Marginalized Paradigm Relocation

Resistance Self Determination Sovereignty Termination

**Sample list of tribal nations that we will discuss**

Haudenosaunee Five "Civilized” Tribes Anishinaabe

Menominee Lakota/Dakota/Nakota Dine'

**Sample of Native role models we will discuss**

**Although there are thousands of Native role models,** you will be introduced to some outstanding Native leaders, politicians, activists, poets, athletes, musicians and educators (both historical and contemporary)

Sherman Alexie Ada Deer Vine Deloria Louise Erdrich

Joy Harjo Winona LaDuke John Mohawk Robbie Robertson

Buffy Ste. Marie Charlene Teeters Jim Thorpe John Trudell

**Eras of Native America post European contact**

First Contact & Treaties Indian Removal Assimilation & Allotment

Reorganization Termination & Relocation Self-Determination

**Sample list of questions to consider**

what is sovereignty? what is colonization? what are Indian boarding schools

what do we mean by Indian ways of knowing what makes a stereotype harmful?

what is intergenerational trauma? why are these conversations important?

**Quotes for Consideration (some you will see again in your reading)**

*“On tribal homelands, a major source of identity is embodied in the land and, often, the old stories and songs that tie personal reality to time and place. Yes, in an urban community there essentially is no land base, except for a few recently purchased buildings and properties. In this urban context, the Indian organizations come to powerfully represent Indian “space” or “a place that is Indian” and are intimately tied to identity.”*

-- Susan Lobo

*“A people living in fear cannot apply their potentially best thinking to solving their problems. A people living under terror can barely think as all.”*

-- John Mohawk from “Origins of Iroquois Political Thought”

*“Although the story of Columbus’ “discovery” has taken on mythological proportions in most of the Western world, few people are aware that his act of “possession” was based on a religious doctrine now know in history as the Doctrine of Discovery. Even fewer people realize that today – five centuries later – the United States government still uses this archaic Judeo-Christian doctrine to deny the rights of Native American Indians.*

-- Steven Newcomb, Ph.D.

*“Stereotyping saves time and requires little effort and helps make sense of the unknown. We notice traits and selectively choose images to “fill in the rest of the picture.” After centuries in which the word “Indian” has been part of our written and spoken languages, it is almost impossible to encounter the word without envisioning specific mental images.”*

-- Selene Phillips, Ph.D.

*“Frybread has replaced “firewater” as the stereotypical Indian staple in movie land. Well-meaning non-Indians take their cues from these portrayals of Indians as simple-minded people who salute the little grease bread and get misty-eyed about it.”*

-- Susan Shown Harjo

*“Learning most things is a messy process. Confusion, frustration, even despair regularly occur. If students never experience those feelings, they also never experience the thrill of finally figuring something out, of really understanding and of being changed by what they’ve learned.”*

-- Maryellen Weimer, Ph.D.

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**Part I – Peoples and Nations**

**I reserve the right to add, delete or move things around as needed until week 10. However, you will be given ample notice about these changes (unless in the case of an emergency).**

Week 1 Getting acquainted

What is a paradigm? (small group activity)

Game – name that academic discipline. (small group activity)

Who is an Indian?

Why Native American Studies?

Sign up to meet with April

**ASSIGNMENT** – Introductions See EduCat

Week 2 **Labor Day Holiday**

Meet with April Day/Time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Before Week 3** See below. This is a lot of reading – so split this up equally over the two weeks!

Read all of Part I of *Native Peoples* (NP) until page 41 including intro and dedication, Page 62-70

Read Ben Franklin essay (see EduCat)

Review three power points 1) Haudenosaunee and 2) Joseph Brant and 3) Indian Identity

Week 3 NP Discussions on Indigenous Identity and Native American Studies as a discipline.

Class – small group activity – mapping out Indigenous Identity (how do I relate to this?)

Class – big group activity – The organization of the Six Nations (Haudenosaunee)

**Before Week 4** See below.

Read NP Pages 52-61, 90-93

Review two power points: 1) Sovereignty and Treaties and 2) Era of Assimilation (See EduCat)

**Part II – The Hidden Heritage**

Week 4 NP Discussions on Original Thought and Political Thought and Are they Connected?

Class – small group activity – deconstructing Mia Misa (see NP)

Class – small group activity – Mapping Out Eras of Indian Policy

**Before Week 5** See below

Read NP Pages 95-119, 140-149 and Shannon Prince’s essay on 174 and top of 175

**Part III – The American Indian Story (history)**

Week 5 NP Discussions on Readings from Part III

Class – small group activity – Picturing the era of the Papal Bulls. What was the context?

Discussion – understanding tribal sovereignty in relation to federal and state sovereignty.

**Before Week 6** See below

Read NP Pages 151 – to 172 (end of “Cedar Woman”), page 175-184

Review two power points: 1) Reorganization and 2) Termination and Relocation (See EduCat)

Review two power points: 1) Ada Deer and 2) Winona LaDuke (see EduCat)

**Part IV– “The Only Good Indian…:” Racism, Stereotypes and Discrimination**

Week 6 Review exercise of Eras of Indian Policy and Sovereignty

NP Discussions – on Readings from Part IV

View: TED Talk – Winona LaDuke

Class – small group activity – the culture of power

Discussion on power points

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**Before Week 7** See below

Read NP Pages 172 -173, 185-199

Review two power points: 1) Media/Advertising Stereotypes and 2) Dissed by Disney (see EduCat)

Week 7 View: TED Talk – How Movies Teach Manhood

Class – small group activity – deconstructing historical advertisements

Class – small group activity – deconstructing Disney

NP Discussions – on Readings from Part IV

Review for mid-term quiz

**Before Week 8** See below

Read NP Pages 202 – 210, 214-222, and 224-233

Review two power points: 1) Sherman Alexie and 2) Robbie Robertson

**Part V– “Native Representation: Media and the Arts”**

Week 8 Mid-Term quiz

View: *Smoke Signals*

NP Discussions – on Smoke Signals and Readings from Part V

Class – small group activity – deconstructing Sherman Alexie’s film *Smoke Signals*

Class – small group activity – deconstructing Robertson’s lyrical content

**Before Week 9** See below

Read NP Pages 237-265

Read *Seventh Generation* (SG)Intro,Chapters 1, 2 and 3 (see EduCat for specific pages)

Review power point: 1) Health and Wellness in American Indian Communities

**Part VI– “Community Wellness: Family, Health, and Education”**

Week 9 NP Discussion of poem “Indian Education blues” and other readings

Concepts of traditions and wellness

Class activity – the paper plate stress test (based on the Anishinaabe medicine wheel)

SG discussion – why is this text valuable? What is different about it?

**Before Week 10** See below

Read NP Pages 266-291

Read SG chapters 4 and 5 (see EduCat for specific pages)

Review power point: Self-determination

Week 10 NP Discussion of “If we get the girls…” and other readings

Class activity – deconstructing your own educational map as compared to a survivor of boarding schools.

Class activity – defining self-determination.

SG Discussions on Chapter 4 and 5

Discussion recognizing modern day educational hurdles for American Indians

**Before Week 11** See below (sorry, this is a lot of reading for one week!)

Read NP Pages 302- 316, 337-341, 344 (poem), 376-387, 389-395 (yes, I’m skipping ahead for some of this)

Review two power points: 1) John Trudell and 2) Navajo Health Issues and Uranium

**Part VII– “The Sacred: Spirituality and Sacred Geography”**

Week 11 **DUE: Research paper**

Class Activity – deconstruction of Ortiz poem (NP 344) and John Trudell’s poems (Power point)

View: *Thunderheart*

Discussions on relationship between land and health and how does the religious freedom act play a role?

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**Before Week 12** See below

Read NP Pages 344 (intro) -369

**Part VIII – Native Sovereignty: Self-Governance, Culture, and Sustainable Development**

Week 12 Guest speaker on Sovereignty and Indian Gaming

Class Activity – Learning the Moccasin Game

Discussion on NP readings – how does this relate to traditional games?

**Before Week 13** See below

Read NP pages 399-431, Ruby’s Welfare-433, 434-453

Review power points: 1) American Indian Movement and 2) What is a powwow?

See EduCat for other important texts from Vine Deloria

**Part IX – Urbanism: Ancient and Contemporary**

Week 13 Discussion on NP and other assigned readings

Class activity – Taking over Alcatraz (figuratively, of course)

Considering the urban Indian powwow as community space

View: *Business of Fancy Dancing*

**Before Week 14** See below (we’re almost done!)

Read NP pages 456-479, 489-495

**Part X – Indigenous Rights: Struggle and Revitalization**

Week 14 Discussion on NP readings

Class Activity – Declaration of the Rights of Indigenous Peoples

Class Activity – Reflecting on the personal paradigm

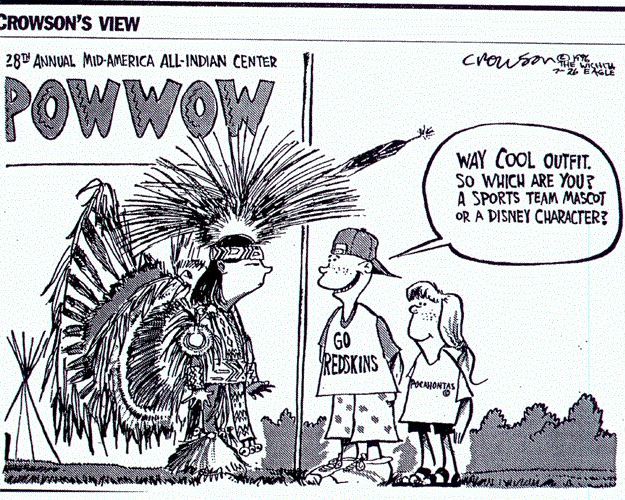
Week 15 Review of material and/or catch up from possible inclement weather day

View: *Crawfish and Raccoon* and *A Native American Night Before Christmas*

Week 16 Final Quiz

All extra credit due before you take the quiz. No exceptions! Sorry!

Have a wonderful holiday break!



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**Course Expectations and Policies**

**Teaching vs. Coaching:** A coach stands in the dugout or on the sideline; she does not play the game. My goal as a teacher is to be your facilitator of learning. This means work on your part because YOU, in essence, are playing the game. You need to read. You need to write. You need to communicate with your peers. You need to take the quizzes. Not everyone is a star player, but we all contribute to the end game. **What do I need to do as your coach?** Help you to think critically about the subject. Help foster curiosity. Make myself available for questions. Provide you with timely and constructive feedback. Be supportive of you and your efforts to be a lifelong learner.

**High School Education vs. College Education:** In high school you were prompted to know the correct answers. **In college, you are also prompted to think of the questions.** This requires you to read/view the subject matter differently, more analytically. This requires you to **deconstruct** what you read/view and think critically about the subject matter. We will practice this skill repeatedly.

**Value of this class:** Are you taking this class because it meets certain requirements? That’s okay. **Critically think about how this subject could bring value to your academic and professional pursuits.** Regardless of your career choices -- having respect for others is an excellent trait to be a global citizen. Having the skill to analyze when others are being treated differently is extremely valuable for social justice and global understanding.

**Shopping/Dropping:** I’ve done it, we all do it.If you *know* you must drop, let me know. No hard feelings.

**What did I get myself into?**  If you are having a tough time with the material, let me know as early as possible. That’s what I am here for. I am very willing to work with you -- but you need to let me know.

**Release of Previous assumptions:** You come to this class with your life experience and your cultural context. All of us have a different life experience. All of us live within a cultural context unique to our own life and cultural experience. Think about what this might mean as it relates to this course. **Has your cultural context ever been threatened? Have you ever felt threatened or marginalized because of what you believe in?** Only you know the answer to this. By allowing yourself to stand and walk in another’s shoes for a minute…it may help you become a better global citizen.

**Class Etiquette:** Communicate with respect. There are topics which have previously been viewed as controversial so it is important to do your best (as I will) to communicate in a fashion that is not reactionary or disrespectful. Respect those around you and think of any discussion at a professional level for you are a professional-in-training. Additionally, using electronic devices for personal use during class time is **disrespectful.** Keep your phone on silent. If you are caught texting, FBing, Tweeting, surfing, gaming…etc. during class - you will be asked to leave.

**Working in groups:** This is a valuable lesson for all students because in the workforce you have to work in groups all of the time. And yes, I’ve even worked with people I’ve never met face-to-face. Working on-line can be done successfully. You need to make some of this happen on your own.

**EduCat: This is our virtual classroom away from each other.** Re-visit power points, participate on discussion boards and review the study mates (usually severely underused) these are “games” designed to help you with vocabulary. Utilize the discussion board if you have a question concerning the class and/or content (15 other students might have the *same* question).

**Assignments:**  All written responses MUST be uploaded in a Microsoft Word document. It must be **typed** and **double-spaced** using **Calibri,** **Garamond** or **Times New Roman** at 12 point font. No more than 1 inch margins. Do not tab or indent answers. Remember to always put your name in the header as well as the title of the assignment. **Word count** should be at the beginning of each answer.

**Late Assignments**

Having worked in the media for ten years, deadlines are deadlines…you finish before the deadline or there is dead air. Think of the due date as the final drop dead due date. Always avoid dead air. I will not accept late work unless there is a significant emergency that is documented.

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**Course Expectations and Policies**

**Grammar:  Please do not use slang** (please) when composing your writing assignments or corresponding with me and/or your peers. This is a college course. It is not Facebook or Twitter and it is *really not* Instant Messaging or Texting. Follow proper grammar rules in all of your written assignments. **You are required to use APA style for all written assignments.**

**Plagiarizing** is considered academic dishonesty. You may fail the assignment or even the class. Worse yet, you may be charged with *academic dishonesty* which is then put in your ***permanent*** academic file (yes, this file will follow you to law school). **Here is the thing. Students tell me that don’t know what plagiarizing is. You cannot use someone else’s words to call them your own.** Do not copy something from a website (I’ll find it). Do not copy something from your peers in this course (I’ll find that too). Do not copy something from a journal article without proper citation and -- really important for all college students – try not to copy the citations from the internet. Learn how to do this yourself. **Think ethically! Work ethically!** AND use the NMU Writing Center!

**NMU’s Writing Center** is a free service to NMU students. They will not do the work for you, but they will review your work and provide feedback. Be sure to inform them of the APA requirement. Information on tutoring could be accessed through their website at **www.nmu.edu/writingcenter**. Seriously underutilized!

**My Response to Assignments:** I will e-mail you within **ten working** days of due date of a written assignment. Holidays do not count as working days. I will provide comments regarding the **“content”** and **“quality”** of your written work. I will also comment on your **skill** of *academic* writing. However, I am more interested in **quality of content** (e.g. are you using the course terminology and are you using them correctly?). Remember for each written assignment, I have to read that x 40 assignments and I read each one twice. Assuming each one takes 20 minutes to read and correct, imagine that is 800 minutes of reading and correcting (over 13 hours). I may be moving quickly and it may appear to be “rude.” **Please know I am not trying to be rude. I am working as quickly as I can. Thank you.**

**Criticism:** do not be fearful of criticism. All of us are human and all of us have growing to do. *This is how we learn. This is why you are here.* College should be embraced as the arena for making mistakes before going out into the professional world. How you *react* to criticism is your challenge. It took me a long time to figure out how to gracefully accept critical feedback.

**ON-LINE Assistance:** Contact the NMU help desk \*right away\* if your EduCat is not working or if you are experiencing difficulties (906-227-2468). Make certain you have access to high speed internet and that your computer is working properly. Unfortunately, I cannot help you with technological problems.

**Extra Credit:**Extra credit is not replacement credit. If you do not complete your two written responses, you lose your right to earn extra credit. Take advantage of extra credit *early* in the semester. *You are limited to 50 points of earned extra credit.* I will post ideas for extra credit on EduCat.

**NMU’s Non-Discrimination Statement**

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office at 906-227-2420.

**ADA Statement:**

If you have a need for disability related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students office located in 2001 Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines.

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**How will my academic writing be assessed? Know this rubric and the learning outcomes.**

**Superior**

**Content Analysis:**  Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material. Strong and appropriate use of terminology and media literacy concepts.

**Use of evidence:**  Primary source (text) information used to support every point with at least one example (from text).  Examples support **mini-thesis**.

**Structure:**  Evident, understandable and appropriate. Strong transitions from point to point.

**Good**

**Content Analysis:**  Evidence often related to mini-thesis, though links perhaps not very clear.

**Use of evidence:** Examples from text used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Structure:**  Generally clear and appropriate, though may wander occasionally.

**Borderline**

**Content Analysis:**  Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Use of evidence:**  Examples used to support some points.  Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes poorly integrated into sentences.

**Structure:**  Generally unclear, often wanders or jumps around. Few or weak transitions.

**Needs Help**

**Content Analysis:**  Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Use of evidence:**  Very few or very weak examples.  General failure to support statements, or evidence seems to support no statement.  Quotes not integrated into sentences; "plopped in" in improper manner.

**Structure:**  Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear.

**Poor or Failing**

Shows minimal lack of effort or comprehension of the assignment.  Very difficult to understand owing to major problems with mechanics, structure, and analysis.

**Don’t know how to start a conversation with your peers? Sample suggestions…**

**How to strike up conversation … (some suggestions)**

* What most strikes me about the text we read or viewed this week is…
* The question that I'd most like to ask the author of the text is…
* The idea I most take issue with in the text is…
* The most crucial point from last week's film was…
* Do you agree or disagree with something that was said in class/readings/text?
* Are there any ideas you wish we could explore further in a future class section?

*If you are interested in specific aspects of Native American Studies, our Center for Native American Studies at NMU offers several courses that examine specific topics. You can also obtain a minor in Native American Studies.*