

**NAS 315 HISTORY OF INDIAN BOARDING SCHOOL EDUCATION [HYBRID]  
PROFESSOR APRIL E. LINDALA | WINTER 2023 | 4 CREDITS**

**Boozhoo! Welcome to NAS 315!**

Miigwech/thank you for choosing this course.  
We will meet Mondays and Wednesdays  
9:00 – 10:40 am in **Whitman Hall 130**.

**How to Contact the Professor**

➔ **EMAIL IS BEST:** [alindala@nmu.edu](mailto:alindala@nmu.edu)

*Help me help you.* Subject line each message.

**W23 YOUR LAST NAME NAS 315**

**Office Hours: Tuesdays 1:00-3:00 pm**

Or make an appointment *at least* 24 hours in advance.

**Phone/Text:** 906-869-3994 (*my personal mobile, please do not share*)

**PLEASE** No phone contact **between 8 pm – 9 am ET.**

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



PIC: Mohawk Institute, aka “The Mush Hole” – Brantford, Ontario

**Teaching Philosophy** (*Active Learning Credo – author unknown*)

- What I **hear**, I forget
- 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

**Territory Acknowledgement**

Northern Michigan University is located in beautiful Marquette, Michigan upon the ancestral homelands of the Anishinaabe Nation. Anishinaabe people are among the First Peoples of the Great Lakes. Marquette is known to the Anishinaabe as G’chi-namebini Ziibing, which refers to a life-sustaining river.

**Native American Studies at NMU**

**Mission Statement:** The Center for Native American Studies offers a holistic curriculum rooted in Native American themes that...

- challenges students to think critically and communicate effectively about Indigenous issues with emphasis on Great Lakes Indigenous perspectives;
- stimulates further respectful inquiry about Indigenous people; and
- provides active learning and service learning opportunities that strengthen student engagement, interaction, and reciprocity with Indigenous communities.

**NAS 315 Course Description**

Gagiikimaawasowin is the Ojibwe word that translates to “education by preaching and exhortation.” [Ojibwe Minnesota Dictionary]. For multiple centuries, multiple structures (political and religious) within the United States and Canada oversaw what some called ‘an experiment’: the education of Euro-centric ways of thinking and believing as a means to address “the Indian problem” and assimilate Indigenous peoples. Prior to European contact tribal nations engaged in their own methods of teaching, observing, sharing, applying, and creating. Some argue that this forced assimilation campaign led to a deep mistrust of educational systems and contributes to a strained relationship between Indigenous peoples and European colonial settlers even today.

We will discuss *the why* and *the how* associated with how these schools were created and the power dynamics involved. We will explore multiple **stories of survivors** who lived the experience as well as fictional adaptations from Indigenous creatives. We will discuss recent news headlines in relation to these schools. We will also discuss intergenerational trauma **and efforts** towards hope and healing.

## NAS 315 HISTORY OF INDIAN BOARDING SCHOOL EDUCATION [HYBRID] PROFESSOR APRIL E. LINDALA | WINTER 2023 | 4 CREDITS

### The ORIGIN Story of NAS 315 History of Indian Boarding School Education

Grace Chaillier (Lakota) created this course at NMU over fifteen years ago. She first taught this course as a “special topics” twice before it was presented to NMU’s Academic Senate for approval as an official course offering. As part of an informal survey done in 2012 on NAS studies programs in North American, one of the most importantly held beliefs was that **this distinct subject matter** needed to be included in NAS curriculum. However, very few higher education institutions at that time offered a class solely dedicated to *this* history (some scholars have said, they could not imagine having to talk about this for an entire semester). NAS 315 held a personal significance for Grace in that her mother, Wilma Chaillier, attended boarding school. Grace put in countless hours of research, presented papers, and wrote on the subject.

### A new chapter of the story of NAS 315 History of Indian Boarding School Education

I am deeply humbled to follow in Grace’s footsteps on this distinct journey. In preparation for teaching this subject matter, I shadowed Grace during the Fall 2021 semester and in addition to exploring the course content along with her other students, I read additional texts and viewed additional films. To be clear, I am not unfamiliar with the subject matter; my maternal grandfather, Arnold Cornelius Moses, attended the Mohawk Institute Residential School (see front page photo). Russ Moses is also one of my relatives (see quotes). From my own lens, I cannot think of any Native person I know around my age that has not been profoundly impacted by the effects of boarding schools.

### Learning Outcomes Associated with NAS 315

This is a 300-level, four-credit course with a decent amount of agindaasowin/reading, bizindemowin/listening, nanaagadawendamowin/considering, and oshibii’igewin/writing. Below are the course learning outcomes. This course ALSO applies toward the Integrative Thinking [INTT] general education requirement as well as critical thinking (CT) requirement.

### Course Learning Outcomes - successful students will be able to (or will have) accomplish(ed) ...

- LO1 - **Explain** the historical context of what is meant by the “Indian Problem” in the United States.
- LO2 - **Describe** at least three things Indigenous peoples *lost* politically, culturally, biologically, and/or socially due to the boarding schools. **Describe** at least three things Indigenous peoples *gained*.
- LO3 - **Explain** at least three distinct examples of power dynamics associated with the boarding school experience (this could be at the specific school or it could be between school and community).
- LO4 - **Conduct** research and **present** information on specific aspect of the Indian boarding school experience from the lens of at least two survivors.
- LO5 - **Explain** in what ways might practioners or scholars in distinct fields of study (i.e. education, health, social work, law enforcement, psychology) would benefit from knowing this detail of this era of Indian history as well as the consequences the schools and policies impacted Indigenous peoples.

### General Education [INTT] Requirements Outcomes & Critical Thinking (CT) Outcomes

inttO1 - **Make** connections across disciplines

inttO2 - **Adapt** and **apply** skills, abilities, theories, or methodologies gained in one situation to new situations

inttO3 - **Communicate** complex concepts by *choosing* appropriate content and form

ctO1 - **Assess** quality of information that may be integrated into an argument

ctO2 - **Integrate** insight and or reasoning with existing understanding to reach informed conclusions and/or understanding

ctO3 - **Evaluate** information, ideas, and activities according to established principles and guidelines

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**What do I need to succeed in this course?**

Patience, a compassionate heart and mind, and a willingness to witness and engage content that may be disturbing and uncomfortable.

**Texts** *Carlisle Indian Industrial school: Indigenous Histories, memories & reclamations* (Eds. Fear-Seal & Rose)  
**OPTIONAL** *Education for Extinction...*, 2nd Edition (David Wallace Adams)

**Materials** (voice threads, PDFs, links, etc.) will be available via EduCat.

**How will I earn points and how will they add up?**

- *Amount* of participation and *quality* of participation in class discussions
- Complete unit specific written responses answering multiple question sets.
- Complete unit specific on-line quizzes on EduCat (open 30 minutes, *only one* attempt).

**Grading**

Introduction Activity	30
Syllabus Quiz	20
Active Participation (3 @ 40 pts per unit)	120
Unit Responses (3 @ 80 pts each)	240
<u>Content Quizzes (3 @ 30 each)</u>	<u>90</u>
TOTAL Points	500

**Scale**

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

**Teaching & Learning**

**My Participation:** Know that I am invested in your success. My office hours are for you. *These office hours are your time to pick my brain.* They are scheduled on **Tuesdays from 1:00 – 3:00pm.** Feel free to make an appointment with me if this time frame does not work. Zoom meetings work well.

If you feel I need to adjust anything to improve your learning, *let me know early* so I can address it. Thank you for your flexibility as we *all* negotiate the changed reality of the pandemic. **I reserve the right** to change, add or delete materials until the end of week 9.

**Your Participation:** Because I employ a flipped classroom approach, it is vital that you engage as an active member of our learning community. Your engagement will help *all of us* learn together. I ALSO suggest you help each other out *outside* of our class meeting times.

One more thing I would suggest; get to know your librarian liaison. Librarians are academic treasure hunters and they can help you with your searching journey while you are at university.

**Technology from My Perspective:** Teaching on-line is *not* my preferred way to convey the complex and multi-faceted themes found within the discipline of Native American studies. However, there are times when online platforms such as EduCat is helpful. I attempt to provide you with plenty of tools for ease of content delivery including voice threads and podcasts.

**Your Responsibility when you are absent:** In the first few weeks of class, make an effort to get to know your classmates. If you are absent, I will not provide you with detailed notes. I will, however, attempt to leave an outline of what we discussed on EduCat following each class.

**Struggling to start a conversation with your peers? Here are some suggestions...**

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

- "What strikes me most about this section of the text is..."
- "The question that I'd most like to ask the author of the text is..."
- "The most crucial point from this week's film was..."

**Quotes for your consideration**

*"If one comes to understand and appreciate the power of a particular knowledge, then one must be ready to share and teach it respectfully and responsibly to others in order for this knowledge, and its power, to continue.*

-- Jo-ann Archibald, Stó:lō First Nation. Quote from 2008 book, *Indigenous Storywork*, pg. 3

*"Every Indigenous person in this country feels the loss because the intergenerational transmission of knowledge has been severely interrupted in one way or another because of residential schools and other aspects of our shared colonial experience."*

-- Dorothy Christian, Secwepemc and Syilx Nations – Dissertation 2017, pg. 287

*"...children were suffering from diet deficiency and this was evident by the number of boils, warts and general malaise that existed within the school populations. I have seen Indian children eating from the swill barrel, picking out soggy bits of food that was intended for the pigs."*

-- Russ Moses, Delaware of the Grand River Six Nations, pupil of the Mohawk Institute from 1942-47

*"...a significant body of tribal opinion saw white education for what it was: an invitation to cultural suicide."*

-- David Wallace Adams

*"That is what I did during my time at the Mohawk Institute. I witnessed sexual abuse, I did nothing as the victims were selected and taken to their shame, I took the strap and endured months of hunger. I developed a "strike first" reaction to any threat and came to suspect and despise any and all authorities Native or not."*

-- Doug George-Kanentiio, Akwesasne Mohawk, pupil of the Mohawk Institute (Dates unknown)

*"One of the greatest hindrances to the reestablishment of tribal religions is the failure of Indian people to understand their own history. The period of cultural oppression in its severest form (1887-1934) served to create a collective amnesia in contemporary people."*

-- Vine Deloria Jr., Standing Rock Sioux

*"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.

**Sample of Terminology Associated with Course Content**

Assimilation	Cultural Genocide	Decolonization
Ethnocide	Epistemology	Intergenerational Trauma
Reconciliation	Resistance	Soul Wound

**Sample of Native Voices Contributing to this Course Content**

Sarain Fox	Lawrence Gross	Maurice Kenny
Georgina Lightning	Richard Wagamese	Zitkala-Ša

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**[Corn] Unit 1 Learning Outcomes for NAS 315**

**Weeks 1-5**

By the end of the unit 1 successful NAS 315 students will have or will be able to...

- 1.1 - **explain** the term “Indian Problem” as articulated by early leaders of the U.S. [LO1]
- 1.2 - **identify** at least three types of Indian schools that existed in the mid-19th century and how they differed. [LO2, LO3]
- 1.3 - **identify** three people/groups connected to the creation or operation of off-reservation boarding schools. [LO2]
- 1.4 - **discuss** the power dynamics at play in the “recruitment” of students to the schools [LO3]

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**Week 1**      **Monday – No Class | Dr. Martin Luther King Jr. Day**

- \_\_\_ Review      Discuss Wed | Syllabus, Class Format, and Expectations
- \_\_\_ VIEW      Discuss Wed | *Inendi*      [Dir. Sarain Fox]      [\[EduCat Link\]](#)
- \_\_\_ DUE      **B4 Friday of Wk 1 at 10 pm** Part I of Introductions      [\[see EduCat\]](#)
- \_\_\_ DUE      **B4 Sunday of Wk 2 at 10 pm** Complete syllabus quiz      [\[see EduCat\]](#)

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**Week 2**

- \_\_\_ READ      Discuss Mon | *Carlisle* pp 54-80 & 35-39 [*not* starting at beginning]
- \_\_\_ DUE      **B4 Tue. of Wk 2 at 10 pm** Introduce yourself to your peers      [\[Forum\]](#)
- \_\_\_ READ      Discuss Wed | “AIBS & Cultural Cleansing” Intro & pp 2-13      [\[EduCat PDF\]](#)
- \_\_\_ READ      Discuss Wed | *Carlisle* pp 1-34 & pp 83-87

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**Week 3**

- \_\_\_ READ      Discuss Mon | *Carlisle* pp 43-53 & 88-105
- \_\_\_ READ      Discuss Mon | *Native Voices* C. Devens “If We Get the Girls...”      [\[EduCat PDF\]](#)
- \_\_\_ DUE      **V&C B4 Tues of Wk 3 at 10 pm** | Adams (Ch 1. Reform-two parts)      [\[VT\]](#)
- \_\_\_ READ      Discuss Wed | *Carlisle* pp 315-332 & “Reform”

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**Week 4**      **OYO = On your own.**

- \_\_\_ OYO      Discuss Mon | *Older Than America* [Motion Picture, Dir. G. Lightning]      [\[See questions\]](#)
- \_\_\_ DUE      **V&C B4 Tues. of Wk 4 at 10 pm** | Adams (Ch 2 Models-two parts)      [\[VT\]](#)
- \_\_\_ READ      Discuss Wed | *Carlisle* pp 106-123 & *Carlisle* pp 139-141 & “Models”
- \_\_\_ DUE      **Open Tues-Sun of wk 4 & 5** | Quiz on Unit 1      [\[see EduCat\]](#)

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**Week 5**      **[Unit 1 Harvest Week](#) | NO CLASS MEETING**

- \_\_\_ DUE      **Assign - Unit 1 Reflections.** B4 Thur. Week 5 at 10 pm ET      [\[Upload on EduCat\]](#)

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**[Beans] Unit 2 Learning Outcomes for NAS 315**

**Weeks 6-10**

By the end of unit 2 successful NAS 315 students will have or will be able to...

2.1 - **identify** and **describe** at least three oppressive acts experienced in residential schools [LO3]

2.2 - **explain** “the outing program” and its relevance in the assimilation process [LO2]

2.3 - **discuss** at least two extracurricular activities (*not* the Outing program) students participated in at the schools [LO2]

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**Week 6**

___ OYO	Discuss Mon   NPR American Indian Boarding Schools – Part I	[EduCat Link]
___ READ	Discuss Mon   Luther Standing Bear Ch 13 & 14	[EduCat Link]
___ DUE	<b>V&amp;C B4 Tues. of Wk 6 at 10 pm</b>   Adams (Ch 3 System)	[VT]
___ READ	Discuss Wed   “AIBS & Cultural Cleansing” pp 14-18 & System	[EduCat PDF]

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**Week 7**

___ READ	Discuss Mon   Luther Standing Bear Ch 15, 16 & 17 & System VT	[EduCat Link]
___ DUE	<b>V&amp;C B4 Tues. of Wk 7 at 10 pm</b>   Adams (Ch 4 Institution)	[VT]
___ OYO	Discuss Wed   <i>Indian Horse</i> [Motion Picture] & Institution	[See Questions]

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**Week 8**

Mid-winter recess | Have fun and be safe!

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**Week 9**

___ READ	Discuss Mon   Luther Standing Bear Ch 18 & 19	[EduCat Link]
___ DUE	<b>V&amp;C B4 Tues. of Wk 9 at 10 pm</b>   Adams (Ch 5 Classroom)	[VT]
___ READ	Discuss Wed   <i>Carlisle</i> pp 148 -197 & Classroom	

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**Week 10**

___ READ	Discuss Mon   <i>Carlisle</i> pp 124-138	
___ DUE	<b>V&amp;C B4 Tues. of Wk 10 at 10 pm</b>   Adams (Ch 6 Rituals)	[VT]
___ OYO	Discuss Wed   <i>Playing for the World</i> [Film] & Rituals	[See questions]
___ DUE	<b>Open Tues-Sun of wk 10-11</b>   Quiz on Unit 2 materials	[see EduCat]

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**Week 11**

**Unit 2 Harvest Week | NO CLASS MEETING**

___ DUE	<b>Assign - Unit 2 Reflections.</b> B4 Thur. Week 11 at 10 pm ET	[Upload on EduCat]
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**[Squash] Unit 3 Learning Outcomes for NAS 315**

**weeks 11-end**

By the end of the unit 3 successful NAS 315 students will have or will be able to...

3.1 - **Explain** in what ways (at least two) students engaged in forms of resistance. [LO3]

3.2 - **Describe** in what ways (at least two) these schools are still affecting Indigenous nations today [LO4]

3.3 - **Discuss** levels of power dynamics at least one from all three [political, social, economic] at play within and around the schools' creation, existence, maintenance [LO3]

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**Week 12**

\_\_\_ READ Discuss Mon | *Carlisle* Part 4 - pp 201-232 Lost Ones & 258-273

\_\_\_ V&C **V&C B4 Tues. of Wk 12 at 10 pm** | Adams (ch 7 Resistance) [VT]

\_\_\_ READ Discuss Wed | "10 Songs..." & Resistance [EduCat Link]

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**Week 13**

\_\_\_ **OYO** Discuss Mon | NPR American Indian Boarding Schools – Part II [EduCat Link]

\_\_\_ READ Discuss Mon | The 1491s [EduCat Link]

\_\_\_ V&C **V&C B4 Tues. of Wk 13 at 10 pm** | Adams (ch 8 Accommodations) [VT]

\_\_\_ READ Discuss Wed | Accommodations

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**Week 14 \*NOTE DAY CHANGE ON VOICE THREAD**

\_\_\_ DUE **V&C B4 Sun. of Wk 14 at 10 pm** | Adams (ch 9 Home) [VT]

\_\_\_ READ Discuss Mon | *Carlisle* Part 4 - pp 337-351, 355 & Home

\_\_\_ DUE **Open Tues-Sun of wk 14-15** | Quiz on Unit 3 materials [see EduCat]

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**Week 15 WIGGLE Room** -- in case of any snow days or if we fall behind

\_\_\_ DUE Online course evaluation forms. *Thank you in advance for including thorough comments.*

\_\_\_ DUE **Submit** extra credit by Thursday Week 15 at 10 pm ET [Upload on EduCat]

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**Week 16 EXAM WEEK**

\_\_\_ DUE **Assign - Unit 3 Reflections.** BY Monday at 10 pm ET [Upload on EduCat]

## 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 classmates. You need to take the quizzes. **What do I need to do as your coach?** Help you to better understand the content. Help you to think critically. Help foster curiosity. Make myself available for questions. In the big picture, my goal is to help foster a love of learning regardless of the subject matter. I hope I can achieve this.

**High School Education vs. College Education:** In high school you may have been prompted to know the correct answers. In college, you must also think of questions, the details as well as the big picture. You will also be required to discuss topics (consider the book club format). This requires you to read the subject matter differently, more carefully and analytically. Take notes when you read. I will sometimes (not always) provide questions ahead of time to consider as you read.

**Ethics in the Face of AI:** University faculty have been discussing the pros and cons of artificial intelligence (AI) in relation to student work and cheating. In short, if you choose to submit something that is not your own original work and I cannot distinguish the difference... well, I guess that is on you. Perhaps you will not get caught. Is this type of cheating a form of resistance or is this merely hustling to get the grade you want instead of the grade you have earned? Yes, I know expectations of good grades can be stressful. What are the alternatives, no assignments? How would I assess your learning? How would I demonstrate your learning to others outside of the class (Yes, I'm required to report on this.) *I'm always thinking about how to address this.*

**Rely on Your Peers:** I strongly suggest aligning with your peers at the beginning of the semester. I do hold office hours but if you miss class it is best to rely on your peers to catch up on notes and announcements. Relying on your peers also helps you build networks and teams. This is a secondary plus to working together in a flipped classroom as you will often be discussing in small groups.

**What did I get myself into?** If you are having a tough time with the material or my class approach, let me know as early as possible. I am very willing to work with you -- but you need to let me know.

**The Gradebook:** Straight up, the EduCat gradebook and I do not get along. It might be easy for some professors to use, but I have for decades relied on Microsoft Excel. I am happy to share your points and progress following harvest weeks.

**Class Etiquette:** Course content may fly in the face of what you have learned previous to this class. Some of this content has simply been erased from history curriculum. Since some of our conversations will be complex, it is important to do your best (as I will) to communicate in a respectful fashion. Communicate with m'naademdamowin (Ojibwe for *respect*).

**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 worked with people I've never met face-to-face. Working on-line can be done successfully. You can make some of this happen on your own (especially with Voice Threads).

**Assignments:** Due dates are clearly listed on the syllabus as well as EduCat. You are **REQUIRED** to submit written work in **Microsoft Word** using **Times New Roman at 12-point font**. Always put your last name when you "SAVE AS" and then **ALSO** remember your name within the document. **ALSO REQUIRED** – **page numbers** and **the word count** at the beginning of *each* answer.



## Course Expectations and Policies

**My Response to Participation & Assignments:** I will do my best to review and comment on your work within seven working days. I provide comments regarding the **content** and **skill** of written work. I am more interested in **quality of content** and if you are **making connections to listed outcomes**.

**Critiques:** I am here to *help* you grow in knowledge! Again, consider me a coach. **Embrace university as the arena for making mistakes** before going to the professional league. How you *react* to my critique may be a challenge; it took me a long time to figure out how to gracefully accept criticism.

**Late Voice Thread Comments:** These comments are due on the same day each week MOST weeks. If these comments are posted late, there is a loss of *one point a day*. Should an emergency arise (I hope not!) communicate with me ONLY via email to inform me if it appears something will prevent you from completing your voice thread on time. **Use the rundown like a checklist.**

**Late Written Assignments:** This includes the unit responses. If one of these written assignments is late, there will be a loss of *five points a day*. Should an emergency arise (I hope not!) communicate with me ONLY via email to inform me if it appears something will prevent you from completing your written assignment on time. **Use the rundown like a checklist.**

**Missed Quiz:** **Each unit quiz is open for multiple days. Once the quiz closes, it is closed.** Should an emergency arise (I hope not!) communicate with me ONLY via email to inform me if it appears something will prevent you from completing your unit quiz on time. You will be given a gift of *one low quiz score* to drop. That doesn't say one no quiz score, it is distinctly one low quiz score. **Rundown=checklist.**

**Ghosting Assignments:** This is a growing phenomenon I have noticed since COVID. Some students simply do not do the work. To add to my confusion, students choose to not talk to me. While I try to be flexible and respond to student needs, **I cannot** chase after students who are missing assignments. **Rundown=checklist.**

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

**Extra Credit:** **Extra credit is not replacement credit.** If you do not complete **the quizzes or unit reflections**, you lose your right to earning extra credit points. Most extra credit options will be worth up to 10 to 15 points. *You are limited to 50 points of earned extra credit.*

**APA STYLE:** Please use **APA in-text citation** and **references** for unit response assignments. **Do not, do not, do not** include a cover page for your written assignments.

**Plagiarizing** is considered academic dishonesty. Yikes! 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/grad school etc.).

**NMU's Writing Center FREE!** It takes time to improve one's writing skills, and very often, talking to another person who is interested in and good at writing could help one generate ideas, notice errors, or even enjoy writing more. The Writing Center offers **free online tutoring**; tutors will help you with anything concerning writing, such as understanding assignments, organizing ideas, or learning grammatical rules. Make an appointment with a tutor at <https://www.nmu.edu/writingcenter/home-page>.

## **Course Expectations and Policies**

### **Inclement Weather**

We live in the UP; it is bound to happen especially in the winter semester. If NMU is closed, there is NO CLASS MEETING. Use the time to get some rest.

**Value of this class:** Are you taking this class because it meets requirements? That's okay. How might this subject bring value to your education, to your career? Regardless of your career choices – there are countless communities on this earth that embrace differing ways of learning and teaching. Having an appreciation and respect for different beliefs and practices are valuable tools for global leadership and understanding.

**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. Allow yourself to stand and walk in another's shoes for a minute...it may help you become a more empathetic and compassionate global citizen.

**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 programs and activities.

**ADA Statement:** If you have a need for disability-related accommodations or services, please inform the Coordinators of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1737 or [disability@nmu.edu](mailto:disability@nmu.edu)). 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.

**NMU Official Statement on absences during the pandemic:** If you are experiencing COVID-19 symptoms, do not attend class. Communicate with your instructors via email to say you are not feeling well and will be absent. Stay home, avoid contact with others as much as possible, and contact your healthcare provider or the NMU Health Center for next steps. **Instructors are not required to provide remote class sessions for absent students.** If you are absent due to COVID-19 symptoms, contact your instructor to discuss what options may be available to you. Visit the SafeOnCampus website [<https://www.nmu.edu/safe-on-campus>] for help with non-course related COVID-19 and pandemic questions.

**Veterans Services:** Miigwitch/Thank you for your service. If you are a veteran and need assistance with your benefits or are experiencing complications with your education due to military service connected issues, contact the Veteran Resource Representative in 2101 Hedgcock (906-227-1402).

### **Religious and Spiritual Observance [Established in Fall 2022]**

Faculty, staff, and students practice a variety of religious and spiritual traditions, which enhance the diversity of our campus community. NMU acknowledges that scheduling conflicts between required academic activities and religious and spiritual obligations are inevitable. In the event a student's religious and/or spiritual obligations conflict with the course as outlined in this syllabus (or differing versions due to unanticipated events), I will help students avoid negative academic consequence no differently than if the student had a personal concern such as a health matter. Students are not exempt from meeting course requirements or completing assignments in a timely manner as determined by this instructor.