

NAS 330 NATIVE CULTURES AND THE DYNAMICS OF THE RELIGIOUS EXPERIENCE WINTER 2023 – PROFESSOR APRIL E. LINDALA

Boozhoo! Welcome to NAS 330!

Miigwech/thank you for choosing this course.
We will meet Mondays and Wednesdays
2:00 – 3:40 pm in **Jamrich 1315**.

How to Contact the Professor

EMAIL IS BEST: alindala@nmu.edu

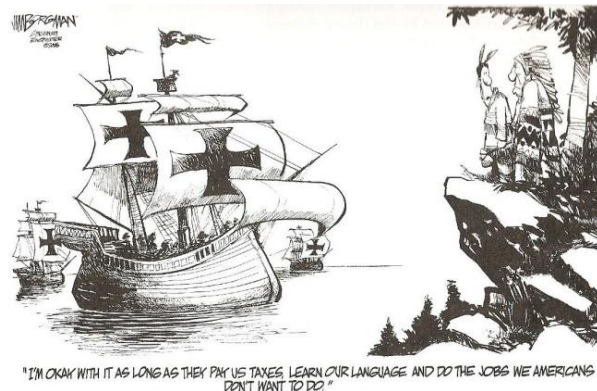
NOTE: *Help me help you.* Subject line EVERY time
NAS 330 YOUR LAST NAME W23

Office Hours: Tuesdays from 1:00 – 3:00 pm

Phone/Text: 906-869-3994 (my personal mobile)

PLEASE no contact between 8:30 pm – 8:30 am ET.

CNAS Website: www.nmu.edu/nativeamericans



As Long as They Pay Taxes. Jim Borgman. The Register-Guard, April 12, 2006.

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

- 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

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 Gchi-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 330 Course Description

The relationship between Indigenous peoples and European settlers was (and is still) complex partly due to different belief systems; thus, the complex title of the course. Tribal nations and Indigenous peoples have their own creation stories, healing ceremonies, coming-of-age ceremonies, wedding ceremonies as well as seasonal gatherings. Tribal nations and Indigenous peoples maintain distinct philosophies and value systems; many tribal nations' *ways of believing* are linked to ancestral homelands and/or reinforce a distinct earth ethic.

You will be introduced to spiritual and religious life experiences of Native peoples through first person narratives and interviews. While multiple Indigenous nations within the U.S. and Canada will be examined, I seek to privilege content from Great Lakes territory, particularly the Anishinaabek and Haudenosaunee.

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Learning Outcomes Associated with NAS 330

This is a 300-level, four-credit course with a decent amount of agindaasowin/reading, bizindemowin/listening, nanaagadawendamowin/considering, and oshibii'igewin/writing. The majority of the course will consist of face-to-face gatherings but there is also online work. During weeks 5, 11, & 15 you will work on your own (provided we don't fall too far behind towards the end).

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

Below are the learning outcomes for the overall course. Unit outcomes and assignments are designed to help you reach the course learning outcomes! This course also applies toward the perspectives on society [PERS] general education requirement (including critical thinking), and the world cultures [WC] graduation requirement.

- LO1 - **Explain** 'cultural sovereignty' and its significance to tribal nations and Indigenous peoples,
- LO2 – **Identify** European-centric societal systems and structures that worked to assimilate Indigenous peoples in the US and Canada and explain two ways in which such assimilation happened,
- LO3 - **Articulate** *how* Indigenous stories are interconnected with ancestral homelands *or* the Earth,
- LO4 - **Explain** in what ways Indigenous peoples are revitalizing traditional ways of knowledge within today's modern and device-centered society.
- LO5 - **Make** an argument for why revitalizing traditional ways of knowing is of value for Indigenous peoples.
- LO6 - **Make** an argument for why such ways of knowing may be of importance relative to a global context.

General Education [PERS] Outcomes & Critical Thinking (CT) Outcomes

- persO1 - **Analyze** major social issues, structures and processes or events
- persO2 - **Identify** ethical issues and their origins within society
- persO3 - **Identify** and **examine** historical and contemporary themes pertaining to human development and human organizations and their effect with the human society and the natural world.
- 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

World Cultures [WC] Outcomes

- wcO1 - **Articulate** the distinctive world view (e.g., values, norms and beliefs) of at least one culture that varies significantly from Anglo-American and Western European cultures;
- wcO2 - **Articulate** the important achievements and contributions of other cultures in such areas as philosophy, ethical values, and religion.

What do I need to succeed in this course?

Texts to purchase or rent

- Cousineau, P., (Ed.) (2007). *A seat at the table: Huston Smith in conversations with Native Americans on religious freedom*. University of California Press
- Gross, L. (2016) *Anishinaabe ways of knowing and being*. London, UK and New York. NY: Routledge.

Readings from the below texts are available as PDFs via EduCat.

- Barreiro, J. (Ed.) (2010) *Thinking in Indian: A John Mohawk reader* Fulcum Publishing
- Deloria, V. (2003) *God is red: A Native view of religion*. Fulcrum Publishing
- Lobo, S., Talbot, S., and Morris, T. (Eds.) (2010) *Native American voices: A reader* Pearson Education Inc.

Podcasts, voice threads, and some videos will be available via EduCat or within class.

- Fox, S. (Director). (2020). *Inendi* [Motion Picture]. Canada: National Indian Film Board.
- Sanjay, R. (Director). (2020) *Gather* [Motion Picture]. United States

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How will I be assessed and how your earned points 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
Content Quizzes (3 @ 30 each)	90
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 academic success. My office hours are for you! They will be on **Tuesdays 1:00 – 3:00 pm**. This is your time to pick my brain. Feel free to make an appointment with me if those times do not work. If you feel I need to adjust anything to improve your learning, let me know early so I can address it. I reserve the right to change, add or delete materials until the end of week 9.

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 working online is a convenient and SAFER platform. I attempt to provide you with plenty of tools for ease of content delivery including voice threads and podcasts.

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 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.

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.

Incident Weather

We live in the UP; it is bound to happen. If NMU is closed, there is NO CLASS MEETING.

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 last week's film was..."

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Quotes to Consider

“I think all people have a religion. There are a lot of really good things about religion. It inspires humanity to the highest ideals and brings warmth to the human spirit; it actually reminds us that everyone has a spirit.”
-- Walter Echohawk

“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

“Spirituality may be the most contentious issue that sits between the Indigenous and Euro-western systems of knowledge and because of these fundamental differences that permeate every level of education, they create possibly irreconcilable tensions in the coexistence of these two ideological ways of knowing.”
-- Dorothy Christian, Secwepemc and Syilx Nations – Dissertation 2017, pg. 48

“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

Colonization	Cultural Context	Cultural Continuance
Cultural Sovereignty	Decolonizing	Epistemology
Ontology	Self Determination	Sovereignty

Sample of Native Voices Contributing to this Course Content

Charlotte Black Elk (Lakota)	Vine Deloria Jr. (Standing Rock Sioux)
Lawrence Gross (Ojibwe)	Winona LaDuke (Ojibwe)
Chief Oren Lyons (Onondaga)	John Mohawk (Seneca)



This photo is of particular significance to me. I am asking you to provide a family-friendly photograph as part of your introduction. Please share on the assigned forum.

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[Corn] Unit 1 Learning Outcomes for NAS 330

By the end of the unit 1 successful NAS 330 students will have or will be able to...

- 1.1 - **identify** multiple tribal nations and **explain** differences of their origin & cultural stories. [LO1, LO3, wcO1]
- 1.2 - **identify** and **explain** the three primary categories of Indian identity as discussed in NAS. [LO1]
- 1.3a - **discuss** the notion of silence as relayed by multiple Indigenous people [LO 1, wcO1, wcO2]
and 1.3b - **reflect** on how silence plays a role in your own life. [pers O1]
- 1.4 - **distinguish** and **explain three** styles of Indigenous storytelling as explain by Saddleback [LO3, persO1]
- 1.5 - **explain** the significance of the AIRFA and **identify** two weaknesses of it. [LO2 & LO3, persO1]

Unit 1 Indigenous Ways of Believing and Ways of Being Wks 1-5

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

- ___ Review Discuss Wed | Syllabus - *This is our roadmap for the semester.*
- ___ VIEW Discuss Wed | Indigenous Storytelling Series: Leon C. Valliere [EduCat Link]
- ___ DUE **B4 Fri. of week 1 at 10 pm** Introduce yourself on EduCat. [Discuss Forum]
- ___ DUE **B4 Sun. of week 2 at 10 pm** Complete syllabus quiz [EduCat Link]

Week 2 V&C = View and comment

- ___ READ Discuss Mon | L. Gross Ch 3 “Silence and the Anishinaabe Worldview” pp. 55-79
- ___ DUE **B4 Tue wk 2 at 10 pm** | Respond to two classmates on forum [Discuss Forum]
- ___ DUE **V&C B4 Tue wk 2 at 10 pm** | A. Lindala “Issues of Identity” [Voice Thread]
- ___ READ Discuss Wed | *AST*. Forewords, Preface, Indian Way of Story, Introduction

Week 3

- ___ READ Discuss Mon | L. Gross “Introduction” pp. 1-13
- ___ READ Discuss Mon | L. Gross Ch 7 “Storytelling in the Anishinaabe Context” pp. 155-166
- ___ **OYO** Discuss Wed | Four Directions Teachings | **Needs Adobe Flash/FireFox** [EduCat Link]

Week 4

- ___ READ Discuss Mon | J. Mohawk “Earth Spirit” pp. 3-19 [EduCat PDF]
- ___ READ Discuss Mon | W. LaDuke *AST* Ch 3 “Ecology and Spirituality” pp. 39-57
- ___ READ Discuss Wed | S. Harjo “American Indian Religious Freedom Act” [EduCat PDF]
- ___ **DUE** **Open Tues-Sun of wk 4-5** | Quiz on Unit 1 materials [see EduCat]

Week 5 Harvest Week for Unit 1 | NO CLASS MEETINGS

- ___ **DUE** **Assign - Unit 1 Reflections.** B4 Thursday of Week 5 at 10 pm ET [Upload on EduCat]

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[Beans] Unit 2 Learning Outcomes for NAS 330

By the end of unit 2 successful NAS 330 students will have or will be able to...

2.1 - **explain** at least three oppressive acts that Indian children experienced in residential schools [LO2, pers O1]

2.2a - **explain** Gross's concept of PASS [LO2, pers O1]

and 2.2b - **make** the argument in how the acts of 2.1 connect to the concept of PASS [LO2, pers O1]

2.3 - **describe** a minimum of three distinct types of the "comic mind" [LO4, wcO1&2]

Unit 2 Religious Assimilation and Value Systems Unraveled Wks 6-10

Week 6

___ V&C Discuss Mon | A. Lindala "Brief History of Indian Boarding Schools" [EduCat IVT]

___ READ Discuss Wed | L. Gross Ch 1 "Encounter with Apocalypse" pp. 17-31

___ READ Discuss Wed | L. Gross Ch 2 "Post apocalypse Stress Syndrome" pp. 33-47

Week 7

___ OYO Discuss Mon | *Inendi* (Dir. Sarain Fox, 2020)

___ READ Discuss Mon | C. Devens "If We Get the Girls...." *NV* pp. 284-290 [EduCat PDF]

___ READ: Discuss Wed | *AST*. Ch 1 "Spiritual Malaise" with V. Deloria Jr.

Week 8 Mid-winter recess | Have fun but be safe!

Week 9

___ READ Discuss Mon | L. Gross Ch 5 "The Comic Vision of the Anishinaabeg" pp. 123-135

___ READ Discuss Mon | L. Gross Ch 6 "The Comic Mind of the Anishinaabeg" pp. 137-150

___ OYO Discuss Wed | **Media TBD**

Week 10

___ READ: Discuss Mon | *AST* Ch 2 "500 Nations within One" with W. Echo-Hawk

___ READ Discuss Wed | V. Deloria "Sacred Places Moral Responsibility." pp. 271-285 [EduCat PDF]

___ DUE **Open Tues-Sun of wk 10-11** | Quiz on Unit 2 materials [see EduCat]

Week 11 Harvest Week for Unit 2 | NO CLASS MEETINGS

___ DUE **Assign - Unit 2 Reflections.** B4 Thursday of Week 11 at 10 pm ET [Upload on EduCat]

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[Squash] Unit 3 Learning Outcomes for NAS 330

wks 11-end

By the end of the unit 3 successful NAS 330 students will have or will be able to...

- 3.1 – **explain** two stories that reinforce Indigenous peoples’ ways of believing to their homelands [LO3, LO4, wcO1]
- 3.2 – **list** three locations Native people have made a stand to protect and **describe** the circumstances [LO4, persO2, wcO1]
- 3.3 – **identify** and **match** two Native voices who possess distinct traits of the “comic mind” and **draw** examples from content to reinforce this assertion [LO4, pers O2, wcO2]
- 3.4 – **list** Deloria’s ‘suggested’ four different types of sacred land and **identify** how each one is similar or different to non-Native understanding of sacred spaces. [LO4, persO2, wcO1]

Unit 3 Recovering the Sacred | Healing, the Future and the Balancing of Two Worlds

Week 12

- ___ READ Discuss Mon | C. Black Elk *AST* Ch 4 “The Homelands of Religions” pp 58-74
- ___ READ Discuss Mon | A. Lopez *AST* Ch 9 “Fight for Mount Graham” pp 146-161
- ___ READ Discuss Mon | O. Lyons *AST* Ch 10 “Redeeming the Future” pp. 162-183

Week 13

- ___ **OYO** Discuss Mon | Documentary *Gather* (2020)
- ___ READ Discuss Mon | L. Gross Ch 9 “Bimaadiziwin, or the Good Life...” pp. 205-222
- ___ READ Discuss Wed | L. Gross Ch 10 “Spiritual Growth in Anishinaabe Society” pp. 225-243
- ___ READ Discuss Wed | V. Deloria *AST* Ch 11 “Healing of Indian Country” pp. 184-199

Week 14

- ___ **OYO** Discuss Mon | Indigenous Storytelling Series: Biskakone Greg Johnson [EduCat Link]
- ___ READ Discuss Mon | L. Gross Ch 11 “Cultural Sovereignty and the Sacred Stories...” pp. 249-261
- ___ READ Discuss Mon | L. Gross “Conclusion” pp. 263-267
- ___ **DUE** **Open Tues-Sun of wk 14-15** | Quiz on Unit 3 materials [see EduCat]

Week 15

- WIGGLE Room** – We WILL meet in case of 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 at 10 pm ET [Upload on EduCat]

Week 16

- EXAM WEEK | HARVEST**
- ___ **DUE** **Assign - Unit 3 Reflections.** B4 Monday Week 16 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? 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. I'm required to report on your learning. *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: Assignment 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.

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Course Expectations and Policies

My Response to Participation & Assignments: I will do my best to review and comment on your work within eight 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: Comment due dates are listed clearly on the rundown. Make a note of it ahead of time. If these comments are posted late, there is a loss of *one point a day*. Goodness. Please don't make me do the math. 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.

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. **Rundown=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 will not** chase 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 assigned quizzes and 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. **BUT... do not, do not, do not** include a cover page.

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>.

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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). 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.