

NAS 485 American Indian Education
Section 60, CRN # 12236, Winter Semester 2020, 3 Credits

Instructor: Dr. Martin Reinhardt

Office Location: Whitman Hall Room 112C

Office Hours: Mondays and Wednesdays 11:00 am – 12:00 pm, and 1:00 pm – 2:00 pm, via email, or by appointment.

CNAS Office Phone: (906) 227-1397

CNAS Website: <http://www.nmu.edu/cnas>

EduCat (Course Website) Login Page: <https://educat.nmu.edu/index.php>

E-Mail: mreinhar@nmu.edu

Important Note: E-mail from students in this class must always have “nas485w20” in the subject line, although you may include additional words. Make sure your name is somewhere in your email, email submitted without names will automatically be deleted.

Classroom Location: Online via EduCat and Zoom

Course Schedule – There will be many asynchronous discussions and seven scheduled live chats from 6-9:00pm EST throughout the semester on the following dates: 1/15, 1/22, 1/29, 2/5, 2/12, 2/19, and 2/26. Participation in discussions and live chats is required and will count toward the overall participation grade. Students will be expected to complete each module as scheduled, and must have all work completed by the end of the semester.

Note 1: Undergraduate and graduate students may take NAS 485. Graduate students are expected to complete additional requirements to justify graduate credit. Additional graduate assignments are located on the last page of this syllabus.

Note 2: Students taking this class intending to fulfill requirements for Wisconsin PI 34.15 (4)(c)(1), regarding the history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin, must focus their class activities on Wisconsin tribal history, cultures, and sovereignty as appropriate. They must also complete a review of curricular materials, recommended by the Wisconsin Department of Public Instruction, American Indian Studies Program.

Required Materials:

Deloria, Vine & Wildcat, Daniel. (2001). *Power and place: Indian education in America*. Golden, Colorado: Fulcrum Resources.

Reyhner, Jon & Eder, Jeanne. (2006). *American Indian Education: A History*. University of Oklahoma Press.

Other materials will be available within EduCat or students will be directed to external websites.

The Center for Native American Studies 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.

Class Goal, Objectives, and Outcomes:

Goal:

The primary goal for this course is to familiarize educators with the history and current status of American Indian education by approaching it from a policy era based and broad perspective that incorporates both Indian and non-Indian standpoints, methodologies, and philosophies.

Objectives:

Students will learn about: the impact of identity on American Indian education issues; the history and current status of American Indian education issues with an emphasis on tribal groups within the Great Lakes Region; guidelines and standards for American Indian education including respectful inquiry/research; and the relationship between service learning and American Indian education.

Outcomes:

After completing this course successfully, students will be able to:

1. Think critically about the relationship between identity and American Indian education issues with an emphasis on tribal groups within the Great Lakes Region.
2. Communicate effectively about the relationship between identity and American Indian education issues with an emphasis on tribal groups within the Great Lakes Region.
3. Think critically about the history and current status of American Indian education issues with an emphasis on tribal groups within the Great Lakes Region.
4. Communicate effectively about the history and current status of American Indian education issues with an emphasis on tribal groups within the Great Lakes Region.
5. Discuss multiple perspectives regarding guidelines and standards for American Indian education, including respectful inquiry/research.
6. Compare and contrast active learning and service learning with other forms of learning as related to American Indian education.
7. Articulate how their active learning and/or service learning experience strengthened their student engagement, interaction, and reciprocity.

Assessment Strategies/Outcomes	
1. Multiple Choice Quizzes (Outcomes: 1,2,3,4,5,6,7)	7 quizzes x 100 possible points each= 700 possible points / 7 = 100 possible assessment strategy average points
2. Active Learning/Service Learning Project (Outcomes: 1,2,3,4,5,6,7)	1 project worth 100 possible assessment strategy points
3. Tri-Lateral American Indian Education Issue Report (Outcomes: 1,2,3,4,5,6)	1 report worth 100 possible assessment strategy points
4. Exam (Outcomes: 1,2,3,4,5,6,7)	1 exam worth 100 possible assessment strategy points
5. Attendance and Participation	7 live chats (meaningful and active participation) + 3 asynchronous posts x 10 possible points each = 100 possible points
Undergraduate Students Final Grades	500 possible points / 5 = 100 possible assessment strategies average points
Graduate Students Only:	
6. Graduate Student Research Paper and Presentation (Outcomes: 1,2,3,4,5,6,7)	1 research paper worth 100 possible assessment strategy points
Graduate Students Final Grades	600 possible points / 6 = 100 possible assessment strategies average points

Grading:

Final grades for this class will be an average of scores for each assessment strategy. Total possible points for each assessment strategy will be 100. Specific requirements for each assessment strategy are included in the scoring rubrics on each assessment strategy sheets. All work must be submitted by the due date/time unless otherwise arranged with the instructor. Late work may be occasionally accepted, but will have one point deducted for each day that it is late.

A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83	C+ 77-79
C 74-76	C- 70-73	D+ 67-69	D 64-66	D- 60-63	F <60

Class Etiquette and Expectations:

Be respectful. Treat others the way you would like to be treated. Say what you mean. Mean what you say. Don't be mean when you say it.

Academic Honesty:

Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used.

Failure to use proper citation procedure is considered plagiarism (see handout on plagiarism). Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another

person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

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 program and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number (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 at 2001 C. B. Hedgcock Building (227-1737 or disserv@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.

Veterans Services:

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 (227-1402 or mrutledg@nmu.edu). The Veteran Resource Representative can advocate for you before the Veterans Administration and can also help you solve any veteran specific issues you may have.

Module 1:

1. Post your personal definition of American Indian education in the discussion forum by the beginning of the first live chat. The title of your posting should be "(your first name)_definition". A minimum of 250 words is expected.
2. We will discuss identity as it relates to American Indian education during our first live chat in Zoom. We will also discuss active learning and service learning as compared to other forms of learning in regard to American Indian education.
3. Reading assignments for this module include:
AIEAH pages 3-39.
PAP pages vii-19.
4. Answer the questions related to the reading assignments under Quiz 1.
5. Graduate Students Only: Begin developing research paper.

Module 2:

1. Answer the following question in the discussion forum: Would American Indian education be relevant on Mars? Why, or why not? Post your answers in the discussion forum before the second live chat. The title of your posting should be "(your first name)_mars". A minimum of 250 words is expected.

2. We will discuss research/respectful inquiry as it relates to American Indian education during our second live chat.

3. Determine class action project assignments.

4. Reading assignments for this module include:

AIEAH pages 40-80.

PAP pages 21-39.

5. Answer the questions related to the reading assignments under Quiz 2.

Module 3:

1. What is your personal history of American Indian education? Post your memories of American Indian education based on your own educational experience. Indicate how your experiences were similar to any of the scenarios included in your assigned readings for this module. The title of your posting should be "(your first name)_history". Post your history before the third live chat. A minimum of 250 words is expected.

2. We will discuss major events in the history of American Indian education during our third live chat.

3. Updates on class action project assignments.

4. Reading assignments for this module include:

AIEAH pages 81-131.

PAP pages 41-55.

5. Answer the questions related to the reading assignments under Quiz 3.

Module 4:

1. We will discuss the current status of American Indian education and the Tri-Lateral Model as it relates to the shared responsibility for American Indian education. Guest Presenter TBA.

2. Updates on class action project assignments.

3. We will begin developing a Tri-Lateral American Indian Education Issue Report: Your task for this module is to research an assigned American Indian education issue in the State of Michigan or Wisconsin and determine how tribal, federal, and state governments are addressing it. You should consider the relationships between tribal education agencies (TEAs), federal education agencies (FEAs), and state education agencies (SEAs). Be sure to answer the following questions in your report:

- a. What is the issue?
- b. Whom does the issue affect?
- c. How is the issue affected by tribal, federal, and state education agencies?
- d. How does location figure into the issue?
- e. When did this issue arise?
- f. Why did this issue arise?

You should complete an online search for the answers to these questions, and record your findings as shown in the example on the assignment sheet. You should not contact any of the agencies directly as part of this assignment. Submit your findings via EduCat. A minimum of 1500 words is expected.

4. Reading assignments for this module include:
AIEAH pages 132-204.
PAP pages 57-77.

5. Answer the questions related to the reading assignments under Quiz 4.

Module 5:

1. We will discuss national and state American Indian education organizations and their activities. Guest Presenter TBA.

2. Updates on class action project assignments.

3. Reading assignments for this module include:
AIEAH pages 205-250.
PAP pages 79-99.

4. Answer the questions related to the reading assignments under Quiz 5.

5. Graduate Students Only: Research paper due.

Module 6:

1. We will discuss guidelines and standards for American Indian education. Guest Presenter TBA.

2. Updates on class action project assignments.

3. Reading assignments for this module include:
AIEAH pages 251-289.
PAP pages 101-121.
Graduate student research papers.

4. Answer the questions related to the reading assignments under Quiz 6.

Module 7:

1. We will discuss outcomes of the class action project and the tri-lateral report.
2. Graduate students research presentations.
3. Reading assignments for this module include:
AIEAH pages 290-330.
PAP pages 123-150.
4. Answer the questions related to the reading assignments under Quiz 7.
5. Student Evaluations
6. Final Exam

NAS 485 Graduate Research Paper

To justify graduate credit, graduate students must complete a graduate-level research paper. The paper consists of a comparison of four American Indian Education programs. Research papers must include a minimum of 2000 words and:

1. Brief descriptions of four American Indian Education programs.
2. Compare and contrast the four programs.
3. How do the programs relate to assigned NAS 485 course readings and other scholarly works?
4. References in APA style.

Evaluating Quality of the Graduate Research Project

Graduate students will self-score their projects prior to submission and include a rationale for each section of the scoring matrix below. The instructor will score each project prior to reviewing the graduate students' evaluations. Individual evaluations will be shared privately.

- +1 = Superior – all criteria are met with no apparent weaknesses (explain)
 0 = Solid – most criteria are met but some weaknesses are present (explain)
 -1 = Substandard – glaring weaknesses or missing criteria (explain)

Title	Summarizes the main idea. Interesting! Wording of title reflects the abstract. Readers know exactly what to expect.
Abstract	Brief, interesting, accurate, excellent summary of content and important findings in 50-120 words.
Introduction	Represents a concise lead-in to the programs. Presents an easy-to-understand overview of the paper.

Program Descriptions, Comparisons, and Discussion	Provides good descriptions of the four programs. Compares and contrasts each program with the others. Discusses how each program is related to assigned readings and other relevant scholarly works.
Conclusion	Ends with interesting summary of the paper. No new stuff introduced here.
References	APA style. All references have citations in the paper.