

NAS 486 American Indian Educational Law and Leadership
Section 60, CRN # 12237, Winter Semester 2020, 3 Credits

Instructor: Dr. Martin Reinhardt

Office Location: Whitman Hall Room 112C

Office Hours: Mondays and Wednesdays 9-11am and 1-2pm at Whitman 112C, via email, and 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>

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Important Note: E-mail from students in this class must always have "nas486w20" 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

Class Times: Participants will be expected to complete each module as scheduled, and must have all work completed by the end of the semester. Plan to attend online chats via Zoom from 6-9pm EST throughout the semester on the following dates: 3/11, 3/18, 3/25, 4/1, 4/8, 4/15, 4/22, and 4/29.

Required Readings:

All required readings for this course will be available in EduCat or otherwise online.

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.

Outcomes:

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

1. Think critically about the relationship between identity and American Indian educational law and leadership issues with an emphasis on tribal groups within the Great Lakes Region.

2. Communicate effectively about the relationship between identity and American Indian educational law and leadership issues with an emphasis on tribal groups within the Great Lakes Region.
3. Think critically about the history and current status of American Indian educational law and leadership issues with an emphasis on tribal groups within the Great Lakes Region.
4. Communicate effectively about the history and current status of American Indian educational law and leadership issues with an emphasis on tribal groups within the Great Lakes Region.
5. Engage in respectful inquiry about American Indian educational law and leadership.
6. Articulate how their active learning experience is related to American Indian educational law and leadership.
7. Articulate how their active learning experience strengthened their student engagement, interaction, and reciprocity.

Assessment Strategies/Outcomes	
1. Module Quizzes (Outcomes: 1,2,3,4)	7 quizzes x 100 possible points each= 700 possible points / 7 = 100 possible assessment strategy average points
2. Scenarios Responses (Outcomes: 1,2,3,4)	1 set of responses worth 100 possible assessment strategy points
3. Active Learning/Service Learning Project (Outcomes: 1,2,3,4,5,6,7)	1 project worth 100 possible assessment strategy points
4. Attendance and Participation	8 live chats (meaningful and active participation) + 3 asynchronous posts x 10 possible points each = 100 possible points
Undergraduate Students Final Grades	400 possible points / 5 = 100 possible assessment strategies average points
Graduate Students Only	
5. Research Paper (Graduate Students Only) (Outcomes: 1,2,3,4,5)	1 research paper worth 100 possible assessment strategy points
Graduate Students Final Grades	500 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 points deducted.

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:

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.

Do not be distracted while in a live chat, pay attention and participate. If you are dealing with a family emergency, you should let your instructor know of the situation beforehand, or as it occurs.

Attendance and participation at live chats are mandatory and will impact your overall grade. This includes being on-time. Tardiness of 15 or more minutes will result in a lower grade. Tardiness of more than half of a chat will be counted as an absence. Participation in live chats and asynchronous discussions is mandatory. If you do not participate, it will result in a lower grade.

If you know you will be missing a class, it is your responsibility to arrange to have someone take notes for you. Office hours are not class make-up time.

Excused absences include medical appointments with a physicians slip, funerals, pre-approved university sponsored events, and other absences based on instructor discretion.

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. When you take a test, you are expected to keep your eyes on your own paper and protect your test paper from being copied by a classmate.

Failure to use proper citation procedure is considered plagiarism (see <http://www.nmu.edu/writingcenter/node/69>Plagiarism will result in a grade of "0") if it is flagrant and/or deliberate you will receive a grade of "0" for that assignment. In addition, you may be referred to student services for discipline based on college policy as outlined in the Student Handbook in section 2.3.1--Academic Dishonesty (see <http://www.nmu.edu/dso/node/62>) .

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.

Online Assistance: Contact the NMU helpdesk (906-227-2468) for help with EduCat.

Class Modules:

Each of the following modules covers approximately a two week period. Keep in mind that these are modules, and as such, they may overlap from time to time. All due dates are set within EduCat. If I sense that we need to extend a due date, I will let you know. I will never ask for something earlier than the original due date.

Module 1:

Reading Assignments:

Try to have these read prior to our first live chat on 1/17/18 at 6pm.

1. Post your answer to the following question in the discussion forum by the beginning of the first live chat. How do you think your citizenship has impacted your education? Provide at least four examples. The title of your posting should be "(your first name)_question 1". A minimum of 250 words is expected.

2. We will discuss identity as it relates specifically to American Indian educational law & leadership during our first live chat in Zoom.

3. Reading assignments for this module include:

Fletcher, M. (2012-2013). Tribal membership and Indian nationhood. *American Indian Law Review*, Vol. 37, No. 1, pp. 1-17. (Posted at EduCat)

2014 Native Youth Report, Executive Office of the President December 2014. (Posted at EduCat)

4. Answer the questions related to the reading assignments under Quiz 1.

5. Graduate Students Only: Begin developing research paper.

Module 2:

1. Post your answer to the following question in the discussion forum by the beginning of the second live chat. What are four things you learned about American Indian treaties and the United States Constitution in your educational experience? The title of your posting should be “(your first name)_question 2”. A minimum of 250 words is expected.

2. We will discuss the treaty and constitutional basis of American Indian education during our second live chat.

3. Determine class action project assignments.

4. Reading assignments for this module include:

Reinhardt, M, and Tippeconnic, J. (2010). “The Treaty Basis of American Indian Education”. *Indigenous Policy Journal*. Vol. XXI, No. 3. (Posted at EduCat)

Reinhardt, M. (June 18, 2015). *Education Provisions in Treaties between the United States and American Indian Tribes*. Session presentation for the Society for American Indian Government Employees 12th Annual National Training Program. Welch, MN. (Posted at EduCat)

Sault Tribe Citizen Win’s Tax Appeal for Educational Treaty Rights (Posted on EduCat)

US Constitution

http://www.archives.gov/exhibits/charters/constitution_transcript.html

NARF “Federal Indian Law and Policy Affecting American Indian and Alaska Native Education”.

<http://www.narf.org/tribalizing-education/>

American Indian Education Legislation passed by the 115th US Congress to present day:

https://www.narf.org/nill/bulletins/legislation/115_uslegislation.html#ed

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

Module 3:

1. Post your answer to the following question in the discussion forum by the beginning of the third live chat. How do you think changes in political leadership has impacted your personal educational experience in both positive and negative ways? Explain why each experience is positive or negative, and give two examples of each. The title of your posting should be “(your first name)_question 3”. A minimum of 250 words is expected.

2. We will discuss influences on changes in American Indian education during our third live chat.

3. Reading assignments for this module include:

2015 White House Initiative on American Indian and Alaska Native Education, U.S. Department of Education School Environment Listening Sessions Final Report. (Posted at EduCat)

Mackey, H. and Warner, L.S. (Spring, 2013). "For Our Children: A Study and Critical Discussion of the Influences on American Indian and Alaska Native Education Policy". *Journal of Critical Thought and Praxis*. Vol. 2; Issue 1. (Posted at EduCat)

Faircloth, S. (2018). "Leadership in the era of the Trump presidency: implications for the education of American Indian children and youth". *Journal of Educational Administration and History*. 50:1, 12-22. (Posted on EduCat)

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

Module 4:

1. We will discuss tribal consultation, court cases that have impacted Indian education, and your responses to the scenarios during our fourth live chat. Guest Presenter TBD.

2. Reading assignments for this module include:

Reinhardt, M. & Bowman, N. (2017). *Tribal Consultation Under the Every Student Succeeds Act: A Guide for Tribal Leaders and Communities*. Midwest Comprehensive Center at American Institutes for Research and Bowman Performance Consulting. (Posted on EduCat)

Reinhardt, M. & Bowman, N. (2017). *Tribal Consultation Under the Every Student Succeeds Act: A Guide for Affected Districts*. Midwest Comprehensive Center at American Institutes for Research and Bowman Performance Consulting. (Posted on EduCat)

Tribal Leaders Speak: The State of Indian Education, 2010 Summary (Posted on EduCat)

Tri-Lateral Model (Posted on EduCat)

Reinhardt Comments on Tribal Leaders Roundtable (Posted on EduCat)

Executive Order on Indian Education (Posted on EduCat)

Indian Education Court Cases (Posted on EduCat)

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

4. Scenario responses due.

Module 5:

1. We will discuss Indian education leadership during our fifth live chat. Guest Presenter TBD.

2. Reading assignments for this module include:

Benham, M. & Murakami-Ramalho, E. (2010). Engaging in educational leadership: the generosity of spirit, *International Journal of Leadership in Education: Theory and Practice*, 13:1, pp. 77-91. (Posted on EduCat)

Faircloth, S. & Tippeconnic, J. (2013). Leadership in Indigenous Education: Challenges and Opportunities for Change. *American Journal of Education*, Vol. 119, No. 4, pp. 481-486. (Posted on EduCat)

Warner, L. S., & Grint, K. (2006). American Indian ways of leading and knowing. *Leadership*, 2, 225-244. (Posted on EduCat)

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

Module 6:

1. We will discuss the role of American Indian education in tribal nation rebuilding during our sixth live chat. Guest Presenter TBD.

2. Reading assignments for this module include:

McKinleyJones Brayboy, B., Castagno, A. & J. Solyom. (August 2014). Looking into the Hearts of Native Peoples: Nation Building as an Institutional Orientation for Graduate Education. *American Journal of Education*, Vol. 120, No. 4, Racial Diversity in Graduate Education, pp. 575-596. (Posted on EduCat)

Francesca A. López, Julian Vasquez Heilig, and Jacqueline Schram. (August 2013). A Story within a Story: Culturally Responsive Schooling and American Indian and Alaska Native Achievement in the National Indian Education Study. *American Journal of Education*, Vol. 119, No. 4, Leadership in Indigenous Education. pp. 513-538. (Posted on EduCat)

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

4. Graduate Students Only: Research paper due.

Module 7:

1. We will discuss decolonizing efforts in the area of American Indian education during our seventh live chat.

2. Reading assignments for this module include:

Seelau, R. (2012-2013). Regaining control over the children: reversing the legacy of assimilative policies in education, child welfare, and juvenile justice that targeted Native American youth. *American Indian Law Review*, Vol. 37, No. 1 pp. 63-108. (Posted on EduCat)

Harrington, B. and CHiXapkaid (Pavel, M.). (August 2013). Using Indigenous Educational Research to Transform Mainstream Education: A Guide for P–12 School Leaders. *American Journal of Education*, Vol. 119, No. 4, Leadership in Indigenous Education pp. 487-511. (Posted on EduCat)

Graduate student research papers.

3. Answer the questions related to the reading assignments under Quiz 7.

Module 8:

1. We will discuss outcomes of the class action project and graduate research papers during our eighth live chat.

2. Student Evaluations

3. Final Exam