

EDUC 320: Native Issues in Education, Spring 2015

Professor: Teresa Delorme, Ed. D.

Contact Information: tdelorme@tm.edu or Phone: 477-7826

Office Hours: As posted.

Meeting Times: Mon. & Wed. from 11:00 to 12:20 in Rm. 216

Office Location: Room 210J

Textbooks:

- Fletcher, Matthew, L.M., American Indian Education
- Marshall, Joseph M. The Lakota Way
- Gayton-Swisher, Karen, and Tippeconnic III, John, W., Next Steps.
- Mihesuah, Devon, A., American Indians, Stereotypes and Realities
- Various Articles on Indian Educaiton will be provided either on-line or hardcopies in class.

Purpose of the Course: The course is designed to give you opportunities to learn about the unique political status and historical relationships of American Indians as they pertain to Indian education. In addition, the course will provide you with prospects of learning contemporary issues in Indian Education at tribal, state, and national levels of government. You will engage in the development of 21st Century Skills (communication, collaboration, critical thinking, creativity) as part of the process of learning how to develop these skills as teachers. This is an expectation of K-12 educators.

Catalog Description: Focuses on historical and contemporary struggles that Native people have endured in schooling. Primarily emphasizes the educational implications of this history along with an analysis of short and long-term solutions to address the academic struggles of students in elementary schools on reservations settings.

Methods of Instruction: Methods of instruction include on-line and direct instruction, discussion, collaborative work, peer teaching, workshops, student presentations, hands-on demonstrations, field-based learning, readings and writings. This course will emphasize strategies that recognize different learning styles in order to model best teaching practices that are effective with students from different cultural backgrounds. In addition, Jenzabar is used for coursework transmission and instruction.

Disclaimer Statement: The instructor reserves the right to amend the syllabus without prior notice pending unforeseen circumstance, like inclement weather.

Your Rights and Responsibilities: If you have special learning or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor so that she/he may assist you with your course progress.

Class Participation: The class lecture and activities require your full, active participation. Therefore, your involvement is worth up to 5 points per

class/session. An absence will constitute make-up coursework, but no participation points will be earned because it is impossible to replicate classroom participation with your course mates. Also, late arrivals and early departures from a class will be equated to loss of participation points. If you are ill or have a family emergency, leave a message on my voice mail (477-7826) or email (tdelorme@tm.edu) as soon as possible, preferably prior to the class you are going to miss. TMCC email is the primary method of documented communication, and I will use it to correspond with you. Please make a habit of checking your college email daily. Dr. Delorme's email address:

tdelorme@tm.edu.

Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	INTASC	Artifacts	Outcomes
EDUC 320: Native Issues in Education	67.1-02-02-07 There's an understanding of culture as a collage of factors beyond race or national origin. 50015.3a.b.c.d *Applying knowledge *Adaptation to diverse learners.	Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful.	<ul style="list-style-type: none"> • Surveys • Quizzes (on-line & in-class) • Research Papers • Midterm Exam • Final Exam • PowerPoint Presentation • Content Guides • Projects • 7 Teachings Stories • KWL Chart • Journals • Audio/Video Critiques 	<p>1.) Students will assess the unique political status and historical relationships of American Indians as it pertains to Indian education,</p> <p>2.) Students will judge theories of American Indian education,</p> <p>3.) Students will evaluate the fundamental issues facing contemporary American Indian education, and</p> <p>4) Students will create a philosophical foundation for improving American Indian education.</p>

General Education Outcomes: Deeper Understanding of Cultural/Diversity, Application of 21st Century Skills in the Classroom (Critical Thinking, Collaboration, Creativity, and Communication). Technology will serve as a tool to achieve General Outcomes and will be explored as one resource in designing instruction.

TMCC Mission: The cultural and social heritage of the Turtle Mountain Band of Chippewa will be brought to bear throughout the course.

Criteria used to evaluate your work will depend on your ability to demonstrate the following:

- You have a thorough understanding of the core concepts, philosophical foundations and cultural contexts of the course.
- Your papers and projects indicate understanding of course content and the subtle, metaphorical implications of readings and lectures.
- You actively participate in small and large group discussions as indicated by both non-verbal and verbal communication.
- You come to class having completed assigned readings for that topic.
- You actively listen to others with respect and courtesy.

Grading System: Effort and hard work are indications of one's disposition toward character and teaching and learning. Grading: 100% to 90% = A, 89% to 80% = B, 79% to 70% = C, 69% to 60% = D, 59% below = F

Academic Integrity: Every student is expected to complete his/her own work. Plagiarism and/or enabling cheating on assignments or exams will result in a zero grade and may lead to additional action as stated in the TMCC policy. All assignments will follow the American Psychological Association (APA) format for citations and failure to do so will result in a zero grade and may lead to further disciplinary actions. Also, late assignments are rarely acceptable and should be avoided at all times.

Cell phones must be turned off or put into vibrate mode during class unless otherwise stated in class.

Among the Indians there have been no written laws. Customs handed down from generation to generation have been the only laws to guide them. Every one might act different from what was considered right did he choose to do so, but such acts would bring upon him the censure of the Nation.... This fear of the Nation's censure acted as a mighty band, binding all in one social, honorable compact.

George Copway (Kah-ge-ga-bowh) Ojibwa Chief (1818-1863)

Schedule of Objectives and Activities

Date	Standard/Objective(s)	Assignments/Objectives	Points
Monday, January 12 th	<ul style="list-style-type: none">• To clarify course syllabus and expectations.• To write thoughtfully about the meaning of Indian education.	<ul style="list-style-type: none">✓ Introductions & Overview: APA & Jenzabar✓ Impromptu Essay (10 points)✓ Begin Reading Walking a Mile Article by J. Doble and A. Yarrow pages 1-27	15

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Wednesday, January 14 th	<ul style="list-style-type: none"> To assess one's prior knowledge of Indian education. To evaluate the attitudes of Indians and non-Indians toward each other. 	<ul style="list-style-type: none"> Journal Entry Expectations On-line Pre-Assessment (25 points) Complete Reading Walking a Mile Article by J. Doble and A. Yarrow pages 1-27 and write Journal No. 1 (10 points) 	40
Monday January 19th Martin Luther King, Jr. Holiday No class			
Wednesday January 21 st	<ul style="list-style-type: none"> To identify the practices of quality research using APA and college level writing skills. To compile authentic sources regarding the history of Indian Education. 	<ul style="list-style-type: none"> Introduction of the Research Paper: What is Indian Education? Read <u>Stereotypes & Realities</u> by Mihesuah pages 1-36 and take On-line Quiz no. 1 (25 points) before 11:00 p.m. Jan. 16th Journal Entry No. 2 (10 points) 	40
Monday January 26 th	<ul style="list-style-type: none"> To assess the Indian stereotypes and realities, especially as portrayed by media (Hollywood) To evaluate the facts and fiction relative to American Indians. 	<ul style="list-style-type: none"> Evaluate Stereotypes and View Hollywood Images of Indians Review Research Paper Expectations Journal Entry No. 3 (10 points) 	15
Wednesday, January 28 st	<ul style="list-style-type: none"> To identify famous contemporary American Indians and their contributions to society. To explain the meaning of the phrase living in two worlds. 	<ul style="list-style-type: none"> Group Discussion on Walk-A-Mile (Indian and Non-Indian perceptions of one another) Read <u>Stereotypes & Realities</u> by Mihesuah pages 1-36 and take On-line Quiz no. 1 (25 points) before 11:00 p.m. on Jan. 30th Journal Entry No. 4 (10 points) 	45
Monday, February 2 nd	<ul style="list-style-type: none"> To identify the New and Old World To describe what it means to be living in two worlds. To interpret the philosophical views of American Indians past and present. 	<ul style="list-style-type: none"> Continue Group Discussion on Walk-A-Mile KWL Chart: Compare and Contrast Concepts of Origin Stories & Theories, Living in Two Worlds, etc. How does this compare to scientific theory? Video" Spirit of the Trees: Circle of Life Journal Entry No. 5 (10 points) Read Chief Seattle's Speech (for Wednesday) 	15
Wednesday February 4 th	<ul style="list-style-type: none"> To evaluate the early cultural encounters between the Anishinaabe and Europeans. To compare and contrast concepts of time, land, and spirituality as understood by American Indians and Euro-Americans 	<ul style="list-style-type: none"> Review Chief Seattle Speech America Before Columbus (10 minutes) Complete KWL Chart: Compare and Contrast Concepts of Time, Private Property and Spirituality Journal Entry No. 6 (10 points) 	15
Monday February 9 th	<ul style="list-style-type: none"> To explain pandemic impacts among Native Americans. To evaluate cultural conflicts between the Anishinaabe and Euro-Americans during early contacts between the two groups. 	<ul style="list-style-type: none"> Pandemics and World Population Shifts View Movie Ikwe and Complete Content Learning Guide No. 1 (20 points) Read Stereotypes pages 101-135 & Next Steps pages 1-21) before 11:00 p.m. on February 13th Journal Entry No. 7 (10 points) 	35
Wednesday February 11 th	<ul style="list-style-type: none"> To recognize the three Supreme Court cases involved in the Marshall Trilogy. To explain why five tribes were called Civilized Tribes. 	<ul style="list-style-type: none"> Continue: Federal Indian Policy & the Impact on Indian Education (Removal Era) 500 Nations: Marshall Trilogy Five <i>Civilized Tribes</i>' Education Review Activity on Course Content Journal Entry No. 9 (10 points) 	15

	<ul style="list-style-type: none"> To evaluate the motives for the Indian Removal Act. 		
Monday February 16th		Presidents' Day Holiday	
No class			
Wednesday February 18 th	<ul style="list-style-type: none"> To identify the various stages of federal Indian policy. To describe the purpose of Indian Boarding Schools. To identify key people involved in the establishment of Indian Boarding Schools. To assess stereotypes of Indians 	<ul style="list-style-type: none"> ✓ Presentation on Federal Indian Policy & Indian Boarding Schools (Our Spirits Don't Speak English) and Begin Content Learning Guide No. 2 ✓ Read <u>Stereotypes & Realities</u> by Mihesuah, pages 97-116, and Complete On-Line Quiz No. 5 (25 points) before 11:00 p.m. ✓ Journal Entry No. 10 (10 points) 	40
Monday, February 23 th	<ul style="list-style-type: none"> To evaluate the impact of Indian boarding schools on Indian education. To describe the practices implemented in early Indian Boarding Schools. 	<ul style="list-style-type: none"> ✓ Continue Indian Boarding Schools (Our Spirits Don't Speak English) and Content Learning Guide No. 2 (20 points) ✓ Journal Entry No. 11 (10 points) ✓ Read <u>Stereotypes & Realities</u> by Mihesuah, pages 118-134, Read <u>Next Steps</u> by Swisher & Tippeconnic, pages 134-156, Complete On-Line Quiz No. 6 (25 points) before 11:00 p.m. 	35
Wednesday, February 25 th	<ul style="list-style-type: none"> To describe the Kennedy Report on Indian education. To identify national organizations committed to Indian education. To explain the difference between Indian-controlled education and Tribally controlled education. 	<ul style="list-style-type: none"> ✓ Presentation on Federal Indian Policy: Reorganization (Meriam Report, JOM, Pre-Self-Determination Era (ex. Kennedy Report on Indian Education) ✓ Read <u>Next Steps</u> by Swisher & Tippeconnic, pages 33-52, Complete Content Learning Guide No. 3 (20 points) ✓ Journal Entry No. 13 (10 points) 	35
Monday, March 2 nd	<ul style="list-style-type: none"> To review the content of the course up to the mid-semester. To complete, organize and submit reflective journal entries for first half of the semester on Indian education. 	<ul style="list-style-type: none"> ✓ Review for Mid-term Exam ✓ Midterm Exam Set-up and Process (Expectations) ✓ Journal Entries 1 to 13 (First-half Semester Due Today) 	145
Wednesday, March 4 th	<ul style="list-style-type: none"> To complete a summative assessment of the course content up to the mid-term point. 	<ul style="list-style-type: none"> ✓ Mid-term Exam (150 points) 	155
Monday, March 9 th	<ul style="list-style-type: none"> To describe appropriate indigenous curriculum. To design a lesson plan using indigenous content in multiple subjects. To create a Power Point presentation on an assigned case study involving Indian education. 	<ul style="list-style-type: none"> ✓ Review Mid-term Exam Results ✓ Introduce the Case Studies Power Point Project and Oral Presentation (60 points) ✓ Read <u>American Indian/Alaska Native Education</u> by Jon Reyner: An Overview (on-line book mark) Complete On-Line Quiz No. 7 (25 points) ✓ Journal Entry No. 14 (10 points) 	100
Wednesday, March 11 th	<ul style="list-style-type: none"> To describe with accuracy the impact of tribal colleges and universities. To recognize models of successful Indian education 	<ul style="list-style-type: none"> ✓ Presentation on Self-Determination Era: Indian Education & Tribal Colleges ✓ Native Alaskan Standards on Culture ✓ Video: Chugach Model of Education ✓ Journal Entry No. 15 (10 points) 	15

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Monday, March 16-20 th	✓ Spring Break No Classes		
Monday, March 23 rd	<ul style="list-style-type: none"> To summarize the pre and post events leading to passage of the Indian Self-determination and Education Assistance Act. To identify various laws affecting Indian education. To explain the concept of trust responsibility towards tribes. 	<ul style="list-style-type: none"> ✓ In the Spirit of Crazy Horse (video) Complete Content Learning Guide No. 9 ✓ Read <u>Next Steps</u> by Swisher & Tippeconnic, pages 53-76, Complete On-Line Quiz No. 8 (25 points) ✓ Research Paper Draft 2 Due: What is Indian Education? (20 points) ✓ Journal Entry No. 16 (10 points) 	60
Wednesday, March 25 th	<ul style="list-style-type: none"> To explain how to incorporate indigenous language and culture into standard-based curriculum. 	<ul style="list-style-type: none"> ✓ Continue In the Spirit of Crazy Horse and Complete Content Guide No. 4 (20 points) ✓ Journal Entry No. 17 (10 points) 	35
Monday, March 30 th	<ul style="list-style-type: none"> To demonstrate the APA research process. To assess Indian education based on scholarly research. 	<ul style="list-style-type: none"> ✓ Read <u>American Indian Education</u> by Fletcher, pages 1-29, In-class ✓ Read <u>Next Steps</u> by Swisher & Tippeconnic, pages 83-130, Complete On-Line Quiz No. 9 (25 points) ✓ Journal Entry No. 18 (10 points) 	40
Wednesday, April 1 st	<ul style="list-style-type: none"> To demonstrate speech etiquette and critical thinking. To evaluate the contemporary status of Indian education. 	<ul style="list-style-type: none"> ✓ Student Presentations Case Studies No. 2 & 3 ✓ Instructor Presentation on Contemporary issues in Indian Education: Governance (Azure vs. School District No. 7 Case) ✓ Journal Entry No. 19 (10 points) 	15
Monday, April 6 th	Easter Monday Holiday		No Class
Wednesday, April 8 th	<ul style="list-style-type: none"> To demonstrate speech etiquette and critical thinking. To assess the contemporary issues of Indian education based on current tribal leaders. 	<ul style="list-style-type: none"> ✓ Student Presentations Case Studies No. 4 & 5 ✓ Read Tribal Leaders Speak: The State of Indian Education, 2012 and Complete On-Line Quiz No. 10 (25 points) ✓ Journal Entry No. 20 (10 points) 	40
Monday, April 13 th	<ul style="list-style-type: none"> To demonstrate speech etiquette and critical thinking. To evaluate the contemporary status of Indian education. To recognize the various government agencies engaged in Indian education. 	<ul style="list-style-type: none"> ✓ Student Presentations Case Studies No. 6 & 7 ✓ Instructor Presentation on Tribal, State, Federal, and Private Education systems. ✓ Tribal Language Immersion Programs ✓ Journal Entry No. 21 (10 points) 	15
Wednesday April 15 th	<ul style="list-style-type: none"> To demonstrate speech etiquette and critical thinking. To evaluate the contemporary status of Indian education. To recognize issues of access to higher education for American Indians. 	<ul style="list-style-type: none"> ✓ Student Presentations Case Studies No. 8 ✓ Presentation on Tribal Colleges & AIHEC ✓ Read <u>Next Steps</u> by Swisher & Tippeconnic, pages 239-268, Complete On-Line Quiz No. 11 (25 points) before 11:00 p.m. ✓ Journal Entry No. 22 (10 points) 	40
Monday, April 20 th	<ul style="list-style-type: none"> To evaluate the social and economic statistics of tribal communities in North Dakota 	<ul style="list-style-type: none"> ✓ Presentation on Contemporary Issues in Indian Education: Socio-Economics and The Poverty Factor ✓ Journal Entry No. 23 (10 points) 	15

	<ul style="list-style-type: none"> To evaluate the impact of poverty on Indian education. 		
Wednesday, April 22 th	<ul style="list-style-type: none"> To compare and contrast local educational agencies and systems. To describe various forms of assessment of Indian education. 	<ul style="list-style-type: none"> ✓ Presentation on Local Education Systems and No Child Left Behind ✓ Read <u>Next Steps</u> by Swisher & Tippeconnic, pages 161-195, Complete On-Line Quiz No. 12 (25 points) before 11:00 p.m. ✓ Journal Entry No. 24 (10 points) 	55
Monday, April 27 nd	<ul style="list-style-type: none"> To assess socio-economic factors that contribute to Indian Education. 	<ul style="list-style-type: none"> ✓ Continue Presentation on Local Education Systems and No Child Left Behind ✓ Report on the highlights of the Indian education research paper and process (20 pts) ✓ Final Paper: What is Indian Education?(120 pts) ✓ Journal Entry No. 25 (10 points) 	145
Wednesday, April 29 th	<ul style="list-style-type: none"> To evaluate the historical and contemporary factors affecting Native Issues in Education. 	<ul style="list-style-type: none"> ✓ Review for Final Exam ✓ Journal Entries 15 to 27 (Second Half Due) ✓ TMCC Faculty/Course Evaluation 	135
Monday, May 4 th	<ul style="list-style-type: none"> To complete a summative assessment of the course content. 	<ul style="list-style-type: none"> ✓ Final Exam (150 points) ✓ Teacher Candidate Disposition Rubric (40 points) 	195
Wednesday, May 6 th		<ul style="list-style-type: none"> ✓ Review Final Exam Results 	

Note: The instructor reserves the right to modify the schedule of objectives and activities, as this section is intended to be a guide for coursework. Any changes will be posted to Jenzabar and noted in class prior to assignment due dates.

"Our culture and long history in this country has been ignored. Instead, we have been characterized by conflicting and changing public attitudes ranging from "the only good Indian is a dead Indians" to the romanticized "noble savage," keepers of the lost innocence of the Garden of Eden."

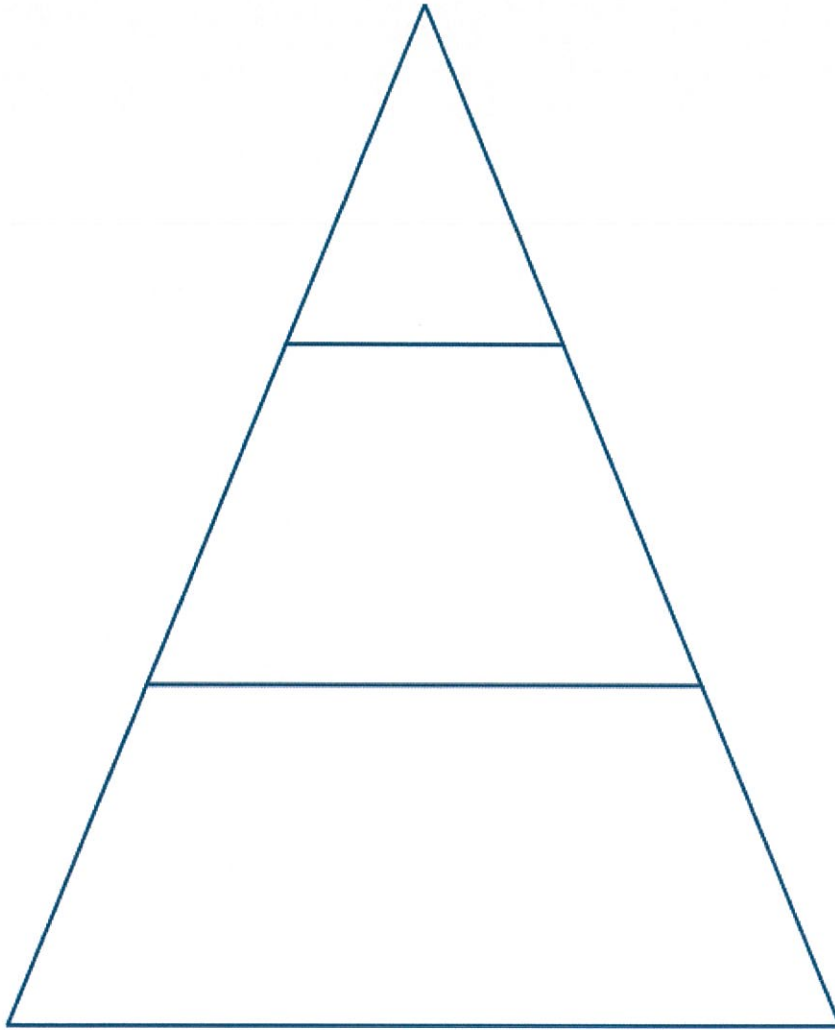
Anthony Pico, Chairman of the Viejas Band of Kumeyaay Indians

Activities:

January 12: Students will engage in collaborative effort to create a pyramid guide to working in harmony. Discussions will be heated and could cause divisions within the group. This can happen in classrooms, in real time. How do you guide students through this process?

Hierarchy: The Pyramid

Title: _____



Tolerance - Acceptance - Engagement: Where do these fit on a pyramid?

White Sheet Event:

KWHLLAQ (Ms. Henry's redesign of KWL chart)

What do I *know*?

What do I *want* to know?

How do I find out?

What have I *learned*?

What *action* will I take?

What new *questions* do I have?

NATIVE ISSUES IN EDUCATION: Where does the transmission of values/teachings fit in here? How do we do this in harmony with the purveyance of knowledge (standards)?

Collaborative Groups engage in research to identify Native Issues in Education. What resources? Presentation format? Audience?

What does the term "metaphysics" mean?

Wikipedia Definition for Metaphysics is a traditional branch of philosophy concerned with explaining the fundamental nature of being and the world that encompasses it,^[1] although the term is not easily defined.^[2] Traditionally, metaphysics attempts to answer two basic questions in the broadest possible terms:^[3]

So, with this definition in mind, what is "American Indian metaphysics?"

American Indian Education by M. L. M. Fletcher

Assign Chapters to Collaborative Groups:

Each group is responsible for reading and summarizing highlights of assigned chapter and sharing out with class. Presentations will be done collaboratively, meaning every member of the group will present portions of the chapter. This will occur

Lakota Virtues by Joseph Marshall, III

Read, compare to Seven Teachings, discuss how culture/traditions/beliefs were transmitted by ancestors. How does that compare to 21st Century? How do we incorporate Culturally Responsive Teaching into lesson design and instruction?

Students will collaborate to infuse cultural perspective into units developed/developed in fall semester classes.