

EDUC 320: Native Issues in Education, Spring 2014

Professor: Les LaFountain, M.Ed.

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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
- Gayton-Swisher, Karen, and Tippeconnic III, John, W., Next Steps.
- Mihesuah, Devon, A., American Indians, Stereotypes and Realities
- Treuer, Anton, Everything You Wanted to Know about Indians But Were Afraid to Ask
- 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 it pertains 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.

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, group 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. Cell phones or related electronic devices: must be turned off or put into vibrate mode during class unless otherwise stated in class. You are not to leave class or inturupt class to respond to messages.

Disclaimer Statement: The instructor reserves the right to amend the syllabi 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's 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 (477-7813) or email (llafountain@tm.edu) as soon as possible, preferably prior to the class you are going to missing. TMCC Email is the primary method of documented communication and I will use it to correspond with you. Please make a habit to check your college email address daily. Email for Mr. LaFountain is llafountain@tm.edu.

Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	INTASC	Artifacts	Outcomes
EDUC 320 Native Issues in Education	<p>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</p> <p>*Applying knowledge</p> <p>*Adaptation to diverse learners.</p>	<p>Standards No. 2 Learning Differences, No. 3 Learning Environments, No. 4 Content Knowledge, No. 5 Application of Content, No. 9 Professional Learning and Ethical Practices, and No. 10 Leadership and Collaboration</p>	<ul style="list-style-type: none"> • Surveys • Quizzes (on-line & in-class) • Research Papers • Midterm Exam • Final Exam • PowerPoint Presentation • Content Guides • Projects • 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, 2.) Students will judge theories of American Indian education, 3.) Students will evaluate the fundamental issues facing contemporary American Indian education, and 4) Students will create a philosophical foundation for improving American Indian education.</p>

General Education Outcomes: Cultural/Diversity, Critical Thinking, and Technology.

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 their 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.

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	Pts
Monday, January 13 th	<ul style="list-style-type: none"> • To clarify course syllabus and expectations. • To write thoughtfully on Indian education. • To define cultural relativism and apply it to the local community. • To evaluate the facts and fiction relative to American Indians. 	<ul style="list-style-type: none"> ✓ Introductions & Overview: APA & Jenzebar ✓ Introduce Education/Reservation Bus Tour and expectations ✓ Reading Assignment: On Second Thoughts the article: The Puzzlement of Indians: Why North Dakotans Are So Surprised So Often, pages 32-35 and Stereotypes & Realities by Mihesuah pages 1-50 ✓ Impromptu Essay (10 points) 	15
Wednesday, January 15 th	<ul style="list-style-type: none"> • To assess one's prior knowledge of Indian education. • To clarify the expectations of reservation bus tour. 	<ul style="list-style-type: none"> ✓ Journal Entry Expectations ✓ On-line Pre-Assessment (20 points) ✓ Write Journal No. 1 (10 points) on the reading assignments and class content. 	35
Monday January 20 th	<ul style="list-style-type: none"> • Martin Luther King, Jr. Day 	<ul style="list-style-type: none"> ✓ No Classes Due to National Holiday for Civil Rights Leader Dr. Martin Luther King, Jr. 	
Wednesday January 22 nd	<ul style="list-style-type: none"> • To participate in the education/reservation bus tour. • To evaluate the landscape, demographics and personal environment on and near the reservation as it applies to cultural relativism of the community. 	<ul style="list-style-type: none"> ✓ TMCC Education/Reservation Bus Tour ✓ The bus leaves at 8:30 a.m. from TMCC main campus and returns at 12:30 p.m. ✓ Write Journal Entry No. 2 (10 points) on the reservation bus tour. 	15
Monday January 27 th	<ul style="list-style-type: none"> • To reflect on the educational experiences of tribal citizens as it pertains to cultural relativism. • To compare and contrast local educational agencies and systems. • To identify the various school boards operating on the Turtle Mountain Indian Reservation; and their political origins. 	<ul style="list-style-type: none"> ✓ Review Education/Reservation Tour Expectations ✓ What are issues in education in the community? ✓ Presentation on Local Education Systems ✓ Journal Entry No. 3 (10 points) on the class discussion. 	15
Wednesday, January 29 th	<ul style="list-style-type: none"> • To assess Indian stereotypes and realities, especially as portrayed by media (Hollywood). • To demonstrate practices of quality research using APA and college level writing skills. • To identify at least five scholarly sources on Indian education. 	<ul style="list-style-type: none"> ✓ Review the local education systems ✓ Stereotypes and Hollywood Images of Indians ✓ Introduction of the Research Paper: What is Indian education; and how can it be improved? ✓ Scholarly Resources: on-line journals and other resources ✓ Journal Entry No. 4 (10 points) on the class content. 	15
Monday, February 3 rd	<ul style="list-style-type: none"> • To compare and contrast the New and Old World cultural exchanges • To explain the meaning of the phrase "Living in Two Worlds." • To evaluate the philosophical views of American Indians past and present. 	<ul style="list-style-type: none"> ✓ Review Stereotypes and Realities ✓ Origin Stories & Theories, Two Worlds, etc. ✓ Spirit of the Trees: Circle of Life ✓ Journal Entry No. 5 (10 points) ✓ Chief Seattle's Speech ✓ Albert Einstein's Worldview 	15

Wednesday February 5 th	<ul style="list-style-type: none"> To evaluate the early cultural encounters between the Anishinabe and Europeans. To compare and contrast concepts of time, land, and spirituality as understood by American Indians and Euro-Americans To explain the line of demarcation and doctrine of discovery 	<ul style="list-style-type: none"> ✓ Chief Seattle Speech & indigenous worldview ✓ America Before Columbus ✓ Line of Demarcation & Doctrine of Discovery ✓ KWL Chart: Compare and Contrast Concepts of Time, Private Property and Spirituality ✓ Journal Entry No. 6 (10 points) ✓ Read Assignments: Stereotypes & Realities by Mihesuah pages 51-116 and above readings before taking quiz no. 1 on February 12th 	5
Monday February 10 th	<ul style="list-style-type: none"> To describe indigenous education prior to European contact and how it has changed. To explain pandemic impacts among Native Americans. To evaluate cultural complexity between the Anishinabe and Euro-Americans during the colonial era. 	<ul style="list-style-type: none"> ✓ Anishinabe education prior to European contact ✓ Pandemics and World Population Shifts ✓ Ikwe movie and Complete Content Learning Guide No. 1 (10 points) ✓ Journal Entry No. 7 (10 points) 	25
Wednesday February 12 th	<ul style="list-style-type: none"> To identify the various stages of federal Indian policy. To explain the fundamental meaning of federal Indian policy. To describe how federal Indian policy shifts. 	<ul style="list-style-type: none"> ✓ Continue Anishinabe education post Europeans ✓ Continue Ikwe and content guide. ✓ Introduce Federal Indian Policy ✓ Quiz No. 1 (40 points) ✓ Journal Entry No. 8 (10 points) 	55
Monday February 17 th	<ul style="list-style-type: none"> Presidents Day - No Class 	<ul style="list-style-type: none"> ✓ <i>National Holiday in honor of the 44 Presidents of the United States who committed part of their lives to public service. Did you know the 31st Vice President, Charles Curtis, was of Kaw, Osage and Pottawatomie ancestry?</i> 	
Wednesday February 19 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. To compare and contrast Indian education and emphasize the Mississippi Choctaw system. To evaluate the motives for the Indian Removal Act. To explain the trust responsibility concept towards tribes. 	<ul style="list-style-type: none"> ✓ Federal Indian Policy on Removal & Reservation ✓ Marshall Trilogy ✓ Five Civilized Tribes' education ✓ Contemporary Indian education: Mississippi Choctaw experience ✓ Review Prior Course Content, Activity TBA ✓ Journal Entry No. 9 (10 points) ✓ Read Assignments: Every Thing You Wanted to Know about Indians by Treuer, pages 1-85 and Next Steps, pages 107-130 above readings before March 3rd 	15
Monday February 24 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. To describe the purpose of Indian Boarding Schools. To identify key people involved in the establishment of Indian Boarding Schools. 	<ul style="list-style-type: none"> ✓ Federal Indian Policy & Indian Boarding Schools ✓ General Allotment Act ✓ Friends of the Indians ✓ Talking Back to Civilization ✓ Journal Entry No. 10 (10 points) 	15

Wednesday, February 26 th	<ul style="list-style-type: none"> • To evaluate the assimilation era policy and its impact on Indian education. • To identify the major federal legislation impacting Indian education. • To explain the Major Crimes Act and how it impacts Indian education today. 	<ul style="list-style-type: none"> ✓ Continue Federal Indian Policy of Assimilation ✓ Major Crimes Act ✓ Underground Indian Culture ✓ Student Mini-Presentations on Native Issues in Education ✓ Journal Entry No. 11 (10 points) 	15
Monday, March 3 rd Mid-term Week	<ul style="list-style-type: none"> • To review the content of the course up to the mid-semester. • To organize and submit reflective journal entries for first half of the semester on Indian education. 	<ul style="list-style-type: none"> ✓ Continue Student Mini-Presentations on Native Issues in Education ✓ Review for Mid-term Exam ✓ Journal Entries Due: 1 to 11 (First-half Semester Due Today) 	5
Wednesday, March 5 th Mid-term Week	<ul style="list-style-type: none"> • To complete a summative assessment of the course to the mid-term point. 	<ul style="list-style-type: none"> ✓ Mid-term Exam (100 points) 	105
Monday, March 10 th	<ul style="list-style-type: none"> • To work in groups to research, summarize and create a presentation to the larger group. • To explain the fundamental concept of the Indian Reorganization Act and how it impacts Indian education today. • To explain the purpose of the Meriam Report, Johnson O'Malley, and Indian Day Schools. • To summarize the Turtle Mountain Band of Chippewa experience with termination and reorganization. 	<ul style="list-style-type: none"> ✓ Review Mid-term Exam Results ✓ Introduce the Case Studies Power Point Project and Oral Presentation ✓ Federal Indian Policy on Reorganization ✓ Meriam Report, Johnson O'Malley, and Indian Day Schools ✓ Turtle Mountain Band of Chippewa and Reorganization ✓ Journal Entry No. 13 (10 points) ✓ Read Assignments: Every Thing You Wanted to Know about Indians by Treuer, pages 86-164 and above readings before taking quiz no. 2 on April 6th 	15
Wednesday, March 12 th	<ul style="list-style-type: none"> • To evaluate the termination era policy and its impact on Indian education. • To describe the purpose and impact of Public Law 280 • To assess the federal program of relocation. • To identify the criteria for tribal termination. 	<ul style="list-style-type: none"> ✓ Continue Reorganization policy ✓ Federal Indian Policy of Termination and Relocation ✓ Public Law 280 ✓ Kennedy Report ✓ Turtle Mountain Band of Chippewa and Termination ✓ Journal Entry No. 14 (10 points) 	15
March 17 th thru 21 st	Spring Break	<ul style="list-style-type: none"> ✓ No Classes 	
Monday, March 24 th	<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 in the 1990's. • To evaluate philosophical foundations for improving American Indian education. • To describe the major causes that contributed to self-determination. 	<ul style="list-style-type: none"> ✓ Federal Indian Policy of Self-Determination ✓ Indian Education & Tribal Colleges ✓ Native Alaskan Standards on Culture ✓ Chugach Model of Education ✓ Journal Entry No. 15 (10 points) ✓ Continue Self-determination policy ✓ In the Spirit of Crazy Horse and Content Learning Guide ✓ Research Paper Draft 1 and Peer Review Due: (20 points) ✓ Journal Entry No. 16 (10 points) 	45

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Wednesday, March 26 th	<ul style="list-style-type: none"> To evaluate the impact of the American Indian Movement. To create a philosophical foundation for improving Indian education. 	<ul style="list-style-type: none"> ✓ Continue In the Spirit of Crazy Horse and Complete Content Guide (10 points) ✓ Journal Entry No. 17 (10 points) 	25
Monday, March 31 st	<ul style="list-style-type: none"> To explain the purpose of the Indian Child Welfare Act. To describe the pros and cons of the Indian Child Welfare Act. To explain the purpose of the Indian Self-determination and Education Assistance Act 	<ul style="list-style-type: none"> ✓ Continue Self-determination policy ✓ Indian Child Welfare Act ✓ Tribal College Act ✓ Immersion Schools ✓ Governance (Azure vs. School District No. 7 Case) ✓ Journal Entry No. 18 (10 points) 	15
Wednesday, April 2 nd	<ul style="list-style-type: none"> To demonstrate speech etiquette and critical thinking. To assess the unique political status and historical relationships of American Indians as it pertains to Indian education 	<ul style="list-style-type: none"> ✓ Student Presentations, Case Studies No. 1 & 2 ✓ Continue Self-determination policy ✓ Journal Entry No. 19 (10 points) 	15
Monday, April 7 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. 3 & 4 ✓ Continue Self-determination policy ✓ Read Assignments: Next Steps, pages 33-76 and above readings before taking quiz no. 2 on April 6th ✓ Journal Entry No. 20 (10 points) 	15
Wednesday, April 9 th	<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. 5 & 6 ✓ Review for final exam ✓ Journal Entry No. 21 (10 points) 	15
Monday, April 14 th	<ul style="list-style-type: none"> To demonstrate speech etiquette and critical thinking. To evaluate the fundamental issues facing contemporary American Indian education. 	<ul style="list-style-type: none"> ✓ Student Presentations, Case Studies No. 7 & 8 ✓ Research Paper Draft 2 and Peer Review Due: (20 points) ✓ Journal Entry No. 22 (10 points) 	35
Wednesday April 16 th	<ul style="list-style-type: none"> To judge theories of American Indian education To demonstrate speech etiquette and critical thinking. 	<ul style="list-style-type: none"> ✓ Quiz No. 2 (40 points) ✓ Review Prior Course Content, Activity TBA ✓ Journal Entry No. 23 (10 points) 	55
Monday, April 21 st	<ul style="list-style-type: none"> Easter Monday 	<ul style="list-style-type: none"> ✓ No School 	
Monday, April 23 rd	<ul style="list-style-type: none"> To create a philosophical foundation for improving American Indian education. To demonstrate speech etiquette and critical thinking. 	<ul style="list-style-type: none"> ✓ Student oral reports on the highlights of the Indian education research paper and process (10 points) ✓ Journal Entry No. 24 (10 points) 	25
Wednesday, April 28 th	<ul style="list-style-type: none"> To assess Indian education based on scholarly research. To demonstrate speech etiquette and critical thinking. 	<ul style="list-style-type: none"> ✓ Student oral reports on the highlights of the Indian education research paper and process ✓ Final Research Paper (60 points) Due ✓ Journal Entries Due 13-24 (submit all entries 1-24) 	65

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Monday, April 30 th	<ul style="list-style-type: none"> • To judge theories of American Indian education • To demonstrate speech etiquette and critical thinking. 	<ul style="list-style-type: none"> ✓ Student oral reports on the highlights of the Indian education research paper and process ✓ Review for final exam 	5
Wednesday, May 5 th	<ul style="list-style-type: none"> • To complete a summative assessment on the course content. 	<ul style="list-style-type: none"> ✓ Complete final exam (150 Points) ✓ TMCC Faculty and TED Evaluations 	155
Monday, May 7 th	<ul style="list-style-type: none"> • To review the summative assessment results. 	<ul style="list-style-type: none"> ✓ Review final exam results 	5

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