

EDUC 320: Native Issues in Education, Spring 2016

Professor: Les LaFountain, M.Ed.

Contact Information: llafountain@tm.edu or Phone: 477-7813

Office Hours: As posted.

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

Office Location: Room 210J

Textbooks:

- Champagne, Duane, Notes From The Center of Turtle Island
- 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, Canvas 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 interrupt class to respond to messages.

Your Rights and Responsibilities: If you have emergency medical information, special learning diagnoses, or other related needs, please make an appointment with the instructor. My office contact information is listed above. If you plan to request disability accommodations, you are expected to register with Tammy Morin, TMCC Counselor and her number is 477-7947 or 477-7862, extension 2915. Tammy Morin's office is located in room A103. The Zhaabwii Learning Center is also available for student assistance and the office number is 477-7977; they have tutorial resources you might find useful. The Zhaabwii Learning Center is located on the second floor of the main campus near the library.

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 • Debates • 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, and</p> <p>2.) Students will challenge false perceptions of American Indians by creating a repertoire of historical realities, and</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>

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, Jan. 11th	<ul style="list-style-type: none"> • To review the course syllabus and expectations • To identify any concerns that might prohibit success in the course. • To set goals for the semester and develop a plan of action to achieve those goals and submit on Canvas. • To write an impromptu essay on a subject determined by the instructor. 	<ul style="list-style-type: none"> • Introductions and Overview of Syllabus and Course Expectations • Review APA & Canvas (LMS) • Impromptu Essay 	5
Wed. January 13 th Week 1	<ul style="list-style-type: none"> • To write a scholarly journal based on the content of the course. • To complete the pre-assessment by responding to every inquiry to earn the total possible points. 	<ul style="list-style-type: none"> • Review prior content • Introduce Journal Entry Expectations • Pre-Assessment (15 points) • Journal No. 1 (5 points) • Reading Assignment: <u>Next Steps</u> by Swisher and Tippiconic pages 3-21. 	25
Monday Jan. 18th	Martin Luther King, Jr. Holiday Day	• No Classes	
Wed. January 20 th Week 2	<ol style="list-style-type: none"> 1. To identify and label the 7 continents, 4 oceans, prime meridian, equator, four hemispheres, New and Old World. 2. To develop a multicultural perspective for the word culture using the iceberg metaphor. 3. To assess the origins of life on earth based on multiple perspectives. 4. To evaluate the various titles and names used to identify the original people of the America's. 	<ul style="list-style-type: none"> • World History/Origins of Culture • World Map Skills • Language and Identify, Names (generic vs. specific) • Journal Entry No. 2 (5 points) • Reading Assignment: <u>Everything You Wanted to Know</u> by A. Treuer pages 1-38. 	5
Monday January 25th	<ol style="list-style-type: none"> 5. To plan and design a research paper using scholarly resources and personal interviews. 6. To demonstrate practices of quality research using APA and college level writing skills. 7. To describe the fundamental history of formal education in the United States. 8. To identify various educational systems in the United States and the sources of governance and curriculum. 	<ul style="list-style-type: none"> • Introduce Research Paper and Debate and Select Topics • Education System: Natural vs. Formal Education, Public vs. Private, State vs Federal • Government Funding • Journal Entry No. 3 (5 points) on the class discussion. • Submit Journals 1-3 for feedback 	5

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<p>Wed. January 27th</p> <p>Week 3</p>	<p>9. To identify the various educational system operating on and near the Turtle Mountain Reservation.</p> <p>10. To compare and contrast tribal education systems to non-tribal educational systems.</p> <p>11. To explain the origins of the tribally controlled community colleges and universities.</p> <p>12. To evaluate the effectiveness of tribally controlled community colleges and universities.</p>	<ul style="list-style-type: none"> • Tribal Education Systems • Tribally Controlled Colleges and Universities • Journal Entry No. 4 (5 points) on the class content. • Reading Assignment: <u>Notes from the Center of Turtle Island</u> by D. Champagne pages 1-41 	<p>5</p>
<p>Monday, February 1st</p>	<p>13. To describe how stereotypes impact individuals, especially American Indians.</p> <p>14. To evaluate the facts and fiction relative to American Indians.</p> <p>15. To explain the meaning of the phrase "Living in Two Worlds."</p> <p>16. To evaluate the philosophical views of American Indians past and present.</p>	<ul style="list-style-type: none"> • Stereotypes & Realities • Readings, Audio/Video, Group Activity • Journal Entry No. 5 (5 points) • Reading Assignment: <u>Stereotypes and Realities</u> by D. Mihesuah pages 1-50. 	<p>5</p>
<p>Wed. February 3rd</p> <p>Week 4</p>	<p>17. To identify the primary sources of stereotypes depicting American Indians.</p> <p>18. To compare and contrast stereotypes among various ethnic groups especially minorities.</p> <p>19. To develop a plan of action to counteract the use of stereotypes towards Indians especially.</p>	<ul style="list-style-type: none"> • Continue Stereotypes and Realities • Readings, Audio/Video, Group Activity • Journal Entry No. 6 (5 points) • Read Assignments: <u>Stereotypes & Realities</u> by D. Mihesuah pages 51-116 	<p>5</p>
<p>Monday February 8th</p>	<p>20. To describe indigenous education prior to European contact.</p> <p>21. To compare and contrast Indianess from a traditional and progressive perspective.</p> <p>22. To evaluate the benefits and detriments of formal education as it pertains to Indians.</p> <p>23. To create a philosophical foundation for improving Indian education.</p>	<ul style="list-style-type: none"> • Traditionalism vs. Progressivism • Readings, Audio/Video, Group Activity • Journal Entry No. 7 (5 points) • Reading Assignment: <u>Everything You Wanted to Know</u> by A. Treuer pages 39-67. 	<p>5</p>
<p>Wed. February 10th</p> <p>Week 5</p>	<p>24. To compare and contrast the New and Old World cultural exchanges</p> <p>25. To explain how indigenous populations were impacted by European contacts by ideas, disease, trade, and war.</p> <p>26. To compare and contrast fundamental concepts of time, land, and spirituality from perspectives of American Indians and non-Indians.</p>	<ul style="list-style-type: none"> • New and Old World Perspectives • Readings, Audio/Video, Group Activity • Journal Entry No. 8 (5 points) 	<p>5</p>

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Monday Feb. 15 th	Presidents Day Holiday - No Class	• Who is Charles Curtis?	
Wed. February 17 th Week 6	27. To define federal Indian policy. 28. To explain how Old World doctrines impact New World laws and norms (WCHP, doctrine of discovery, line of demarcation manifest destiny, etc.) 29. To explain how federal Indian policy impacts Indians and non-Indians today. 30. To organize major periods of events relative to federal Indian policy.	<ul style="list-style-type: none"> • Chronology of European and Indian Relations (doctrines) • Journal Entry No. 9 (5 points) • Reading Assignment: <u>Notes from the Center of Turtle Island</u> by D. Champagne pages 43-81. 	5
Monday February 22 nd	31. To define civilization and apply it to early peoples including Indians. 32. To describe the mathematical, astronomical, engineering projects, languages, trade and government systems of indigenous people prior to European contact. 33. To evaluate the use of terms and concepts as the following: members vs. citizenship, bands vs. tribes, individual Indian vs. tribe.	<ul style="list-style-type: none"> • Indigenous Population/Citizenship • Indigenous Civilizations • Journal Entry No. 10 (5 points) • Read Assignments: 	5
Wed. February 24 th Week 7	34. To evaluate treaties among Indians and European kingdoms prior to the formation of the United States. 35. To compare and contrast treaties pre and post federal Indian policy. 36. To compare and contrast the relations of Indians among the Spanish, French, English, Russians and Americans.	<ul style="list-style-type: none"> • Federal Indian Policy • Treaties of Alliance • European Kingdoms and Indian Nations • Journal Entry No. 11 (5 points) • Read Assignments: <u>A Guide to Tribal-Federal Relationships</u> pages 1-49. 	5
Monday, February 29 th Mid-term Week	<ul style="list-style-type: none"> • To review the content of the course to mid-semester. • To 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 • Research Interviews Due (20 points) • Journal Entries Due: 1 to 11 (First-half Semester Due Today) 	80
Wed. March 2 nd 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 (120 points) 	125
Monday, March 7 th	37. To recognize the three Supreme Court cases involved in the Marshall Trilogy. 38. To explain why five tribes were called Civilized Tribes.	<ul style="list-style-type: none"> • Review Mid-term Exam Results • Marshall Trilogy • Cherokee Education • Removal and Reservation Era • Journal Entry No. 12 (5 points) 	5

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Monday March 7th continued	<p>39. To compare and contrast Indian education and emphasize the Mississippi Choctaw system.</p> <p>40. To explain the trust responsibility concept towards tribes.</p>	<ul style="list-style-type: none"> • Reading Assignment: <u>A Guide to Tribal-Federal Relationships</u> pages 1-50. 	
Wed. March 9 th Week 9	<p>41. To describe how the era assimilation fundamentally changed federal Indian policy.</p> <p>42. To evaluate the impact of Indian boarding schools on Indian education' past and present.</p> <p>43. To describe the methodology of teaching and learning in Indian Boarding Schools.</p> <p>44. To identify key people involved in the establishment of Indian Boarding Schools.</p> <p>45. To explain how the Major Crimes Act impacts Indian Country, especially education.</p>	<ul style="list-style-type: none"> • Assimilation Era • Boarding Schools • Major Crimes Act • Research Draft 1 Due (30 points) • Journal Entry No. 13 (5 points) 	35
March 14 th thru 18 th	Spring Break	No Class	
Monday, March 21 st	<p>46. To explain the causes and effects of the Meriam Report.</p> <p>47. To identify the fundamental concepts of the Indian Reorganization Act.</p> <p>48. To evaluate the purpose of the Johnson O'Malley Act (JOM).</p> <p>49. To compare and contrast Indian boarding schools to day schools.</p> <p>50. To identify the purpose of the National Congress of American Indians.</p>	<ul style="list-style-type: none"> • Meriam Report • Indian Reorganization • Indian Preference • National Congress of American Indians • Peer Review Due (20 points) • Journal Entry No. 14 (5 points) • Reading Assignment: <u>Next Steps</u> by Swisher and Tippiconic pages 53-76. 	25
Wed. March 23 rd Week 10	<p>51. To evaluate the termination era policy and its impact on Indian education.</p> <p>52. To describe the intent and impact of Public Law 280</p> <p>53. To evaluate the Indian Civil Rights Act on Indian Country.</p> <p>54. To describe the causes and effects of the tribally controlled colleges.</p> <p>55. To evaluate the benefits and detriments of the American Indian Movement.</p> <p>56. To summarize the Turtle Mountain Band of Chippewa experience with termination.</p>	<ul style="list-style-type: none"> • Termination and Relocation • Vocational Education • Indian Activism • Indian Civil Rights Act • Tribal College Origins • Journal Entry No. 16 (5 points) • Reading Assignment: <u>Everything You Wanted to Know</u> by A. Treuer pages 86-127. 	5
Monday, March 28 th	Easter Monday Holiday	No Class	

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<p>Wed. March 30th</p> <p>Week 11</p>	<p>57. To explain the purpose of the Indian Child Welfare Act.</p> <p>58. To describe the pros and cons of the Indian Child Welfare Act</p> <p>59. To explain the purpose of the Indian Self-determination and Education Assistance Act</p> <p>60. To compare and contrast Kenned Report on Indian Education, past and present.</p>	<ul style="list-style-type: none"> • Self-determination Era • Kennedy Report on Indian Education • Indian Child Welfare Act • Governance of Indian Education • Research Draft 2 Due (30 points) • Journal Entry No. 18 (5 points) • Reading Assignment: <u>Notes from the Center of Turtle Island</u> by D. Champagne pages 127-146. 	<p>35</p>
<p>Monday, April 4th</p>	<p>61. To describe Wholistic education.</p> <p>62. To compare and contrast tribal colleges and universities with non-tribal institutions.</p> <p>63. To identify various Indian immersion schools.</p> <p>64. To evaluate the academic education of immersion schools vs non-immersion schools.</p>	<ul style="list-style-type: none"> • Immersion Schools • Wholistic Education • Tribal Colleges and Universities • Philosophical Foundations in Indian Education • Journal Entry No. 19 (5 points) • Reading Assignment: <u>Everything You Wanted to Know</u> by A. Treuer pages 79-85 and 138-146. 	<p>5</p>
<p>Wed. April 6th</p> <p>Week 12</p>	<p>65. To summarize the BIA Sovereignty in Indian Education Enhancement Program (SIE) and Culture-Based Education Repository (CBER).</p> <p>66. To identify the government institutions driving the Every Student Succeeds Act (ESSA).</p> <p>67. To apply a philosophical foundation to Indian Education based on information acquired in the course.</p>	<ul style="list-style-type: none"> • Current Issues: BIA Sovereignty in Indian Education Enhancement Program (SIE) and Culture-Based Education Repository (CBER) and Every Student Succeeds Act (ESSA). • Journal Entry No. 20 (5 points) • Reading Assignment: <u>Notes from the Center of Turtle Island</u> by D. Champagne pages 83-102. 	<p>5</p>
<p>Monday, April 11th</p>	<p>68. To describe methods of engaging in professional learning for self-improvement.</p> <p>69. To identify regional and national organizations that promote professional learning opportunities, especially in Indian education.</p> <p>70. To create a leadership project that can improve Indian education.</p>	<ul style="list-style-type: none"> • Current Issues: Professional Learning and Ethical Practices in Indian Education Leadership and Collaboration based on Multiple Perspectives • Journal Entry No. 21 (5 points) • Reading Assignment: <u>Notes from the Center of Turtle Island</u> by D. Champagne pages 103-125. 	<p>5</p>
<p>Wed. April 13th</p> <p>Week 13</p>	<ul style="list-style-type: none"> • To evaluate the fundamental issues facing contemporary American Indians. 	<ul style="list-style-type: none"> • Current Issues Continue • Research Paper Final Due (40 points) and Debate Questions (10 points) and • Journal Entry No. 22 (5 points) 	<p>60</p>

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Monday, April 18 th	71. To critically analyze and interpret information based on Indian education. 72. To creatively process information on Indian education and articulate in a debate setting.	<ul style="list-style-type: none"> • Debate Process (30 points) • Journal Entry No. 23 (5 points) • Reading Assignment: <u>Notes from the Center of Turtle Island</u> by D. Champagne pages 147-185. 	35
Wed. April 20 th Week 14	<ul style="list-style-type: none"> • To critically analyze and interpret information based on Indian education. • To creatively process information on Indian education and articulate in a debate setting. 	<ul style="list-style-type: none"> • Debates continue • Journal Entry No. 24 (5 points) • Submit Journals 1-24 for points 	70
Monday, April 25 th	<ul style="list-style-type: none"> • To critically analyze and interpret information based on Indian education. • To creatively process information on Indian education and articulate in a debate setting. 	<ul style="list-style-type: none"> • Debate continues • Review for Final Exam 	5
Wed. April 27 th Week 15	<ul style="list-style-type: none"> • To review the content of the course in preparation for the final exam. 	<ul style="list-style-type: none"> • Review for Final Exam 	5
Monday, May 2 nd	No face-to-face class (see Canvas) <ul style="list-style-type: none"> • To review the content of the course in preparation for the final exam. 	<ul style="list-style-type: none"> • Canvas will have any updated information. 	
Wed. May 4 th Week 16	No face-to-face class (see Canvas) <ul style="list-style-type: none"> • To review the content of the course in preparation for the final exam. 	<ul style="list-style-type: none"> • Canvas will have any updated information. 	
Monday, May 9 th	<ul style="list-style-type: none"> • To complete the final exam with success. 	<ul style="list-style-type: none"> • Final Exam (130 points) 	135
Wed. May 11 th Week 17	<ul style="list-style-type: none"> • To review the outcome of the final exam and final grade. 	<ul style="list-style-type: none"> • Review final exam results and grade 	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 Canvas and noted in class prior to assignment due dates. The instructor reserves the right to amend the syllabi without prior notice pending unforeseen circumstance, like inclement weather.

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

Pre-Assessment 15
 Journal Entries 24 x 5 = 120
 Midterm & Final Exams = 250
 Participation 30 x 5 = 150
 Research Paper & Debate = 180

Draft 1 (30 points) Draft 2 (30 points) Final Copy (40 points) Peer Review (20 points) Interviews (20 points)
 Debate Questions (10 points) Process (30 points)

Estimated Total 715 (715 to 643 = A, 643 to 572 = B, 571 to 500 = C)