**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** NAS 315 History of Indian Boarding School Education

**Home Department:** Center for Native American Studies

**Department Chair Name and Contact Information** (phone, email):

CNAS Director April Lindala x1397 alindala@nmu.edu

Faculty Affairs Comm. Chair Dr. Martin Reinhardt x1397 mreinhar@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

The United States government instituted an educational policy designed to culturally blend American Indians into dominant white society in the 1870s. It was believed that by compelling young Indians to learn English, to dress and wear their hair as European Americans and to take Anglicized names, they would believe in and practice white values. It was felt that the best way to implement this policy would be through boarding schools, which were designed to forcibly remove Indian children from their families and homes at a very early age, thereby isolating them from the influences of their heritage, and to thrust a curriculum of change upon them. In this way, it was hoped by the Canadian and United States governments that Native Americans would eventually become mainstreamed, and that their traditional languages and cultures would be educated out of them and vanish permanently, solving what had long been called “the Indian problem.”

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

*Critical thinking* NAS 315 requires that students analyze and critic the actions of the United States and Canadian governments – who created policies to systematically assimilate American Indians into mainstream culture. Through several first person historical accounts, students critically examine the complexity of culture-altering experiences and ask why did this happen? What was the objective of such assimilation and in such sometimes horrific ways (e.g. abuse, neglect, etc.)? Students are asked to consider how their own education compares.

*Integrative thinking* NAS 315 requires that students think about how history has all but erased this era from

textbooks and consider why did historians choose to circumvent this era? Additionally,

students will be able to discuss history making American Indians who attended these schools (such as Jim Thorpe) and how their experience within boarding schools impacted their lives.

NAS 315 requires students to draw from the discipline of political science to analyze how/why the federal government implemented not only such assimilationist policies but how did the governments implement the schools themselves: how were students made to attend these schools? How were they convinced that they should stay in these schools? How were the teachers chosen? How were the schools funded? NAS 315 requires students to draw from sociology to consider the culture of power as it relates to the relationship between the colonizer and the colonized. Additionally, students will discuss how religious peoples and religious organizations aligned with the federal government to successfully implement such assimilationist policies (how would they benefit from this?). NAS 315 also requires students to consider the theme of resistance which is continually discussed within the discipline of Native American Studies. How did Native people empower themselves within such places as these schools? In some cases, religious people also resisted (and paid the price). Finally, NAS 315 requires students to consider how boarding schools created multiple generations of Native people suffering from varied types of inter-generational trauma – something discussed in social work.

C. Target Audience

NAS 315 History of Indian Boarding School Education has been and will be attractive to students enrolled in the NAS minor. NAS 315 has attracted students in other disciplines including (but not limited to); anthropology, education, English, history, psychology, sociology and social work.

D. Institution Role

This course is an elective in the NAS minor.

E. Additional Considerations

Currently, there is only one person teaching this course, Grace Chaillier. We have historically kept the course at 25 students and will probably continue to do so.

It appears from the proposal that “integrative thinking” will be assessed in 2019. The Center for Native American Studies would be eager to hear feedback from this assessment.

**PLAN FOR LEARNING OUTCOMES - CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding* ***course assignments*** *(type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the* ***types of assignments*** *used for assessment such as written work, presentations, etc.* ***Frequency*** *refers to the number* ***of assignments*** *included such as a single paper or multiple papers. Importance refers to the* ***relative emphasis or weight of the assignment*** *to the entire course. For each dimension, please specify the* ***expected success rate for students******completing the course*** *that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| --- | --- | --- |
| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students take four exams (E) over course content. Exams questions are varied in style: true/false and short answer.  **Examples:** See *sample* questions #1, #4, #6, #7, #9, #10  **Frequency:** The four exams are spread out evenly over the semester.  **Overall grading weight:**60% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS.  **Task Type:** Students compose ten minute papers (TMP) during class time.  **Examples:** See *sample* questions #16-20  **Frequency:** The five TMPs are spread out over the semester.  **Overall grading weight:**25% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS. |
| **Integrate** | Integrates insight and or reasoning with previous understanding to reach informed conclusions and/or understanding | **Task Type:** Students take four exams (E) over course content. Exams questions are varied in style: true/false and short answer.  **Examples:** See *sample* questions #2, #3, #7, #11, #14  **Frequency:** The four exams are spread out evenly over the semester.  **Overall grading weight:**60% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS.  **Task Type:** final project (oral presentation or final paper) *Integrate* dimension is assessed by student’s ability to draw on material from history and Native American Studies as it pertains to a specific topic surrounding the course content.  **Frequency:** once towards the end of the semester.  **Overall grading weight:**15% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students compose ten minute papers (TMP) during class time.  **Examples:** See *sample* questions #16-20  **Frequency:** The five TMPs are spread out over the semester.  **Overall grading weight:**25% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS. |

**PLAN FOR LEARNING OUTCOMES - INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding* ***course assignments*** *(type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the* ***types of assignments*** *used for assessment such as written work, presentations, etc.* ***Frequency*** *refers to the* ***number of assignments*** *included such as a single paper or multiple papers. Importance refers to the* ***relative emphasis or weight of the assignment*** *to the entire course. For each dimension, please* ***specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning.*** *Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

|  |  |  |
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| **DIMENSION** | **DIMENSION GUIDANCE** | **PLAN FOR ASSESSMENT** |
| **Connections to Discipline** | Makes connections across disciplines | **Task Type:** Students take four exams (E) over course content. Exams questions are varied in style: true/false and short answer.  **Examples:** See *sample* questions #1, #5, #14  **Frequency:** The four exams are spread out evenly over the semester.  **Overall grading weight:**60% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75%  **Task Type:** Students compose ten minute papers (TMP) during class time.  **Examples:** See *sample* questions #16, #17 and #20  **Frequency:** The five TMPs are spread out over the semester.  **Overall grading weight:**25% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS. |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | **Task Type:** Students compose ten minute papers (TMP) during class time. The *transfer* dimension is assessed by student’s ability to draw on terminology presented and effectively communicate that within their ten-minute papers.  **Examples:** See *sample* questions #16-#20  **Frequency:** The five TMPs are spread out over the semester.  **Overall grading weight:**25% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS.  **Task Type:** final project (oral presentation or final paper) *transfer* dimension is assessed by student’s ability to draw on terminology presented and effectively communicate that within their final presentation.  **Frequency:** once towards the end of the semester.  **Overall grading weight:**15% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | **Task Type:** final project (student choice of oral presentation or final paper) *communication* dimension is assessed by student’s ability to present on material from one or more multiple disciplines (i.e. history, political science, health) and Native American Studies as it pertains to a specific topic surrounding the course content.  **Frequency:** once towards the end of the semester.  **Overall grading weight:**15% of the total grade.  **Expected Proficiency Rate:** The criterion level for *proficient* is at 75% as this course is for experienced students, but students who are often from disciplines other than NAS. |

**NAS 315 Sample Questions Assessed via the Critical Thinking and Integrative Thinking Rubrics**

E = exams, TMP = ten minute paper, P= presentation

#1 – (E) Because Indians did not readily assimilate into the “higher” and more powerful society that overran them, what was assumed would happen to them? (short answer)

#2 - (E) The concept of reservation boarding schools was fundamentally flawed because teachers refused to instruct on reservations. (T or F)

#3 - (E) According to *Education for Extinction*, name the two diseases that were the most devastatingly persistent threats to student health. (short answer)

#4 - (E) What controversy surrounded *The Education of Little Tree*?Why was there debate about reading the book that preceded the film and airing and viewing the movie itself? (short answer)

#5 - (E) For Richard Henry Pratt, winning football games was really about the idea that Indians were capable of competing with whites in society. (T or F)

#6 - (E) Who (what group of people) were particularly efficient at returning runaways to the boarding schools and why? (short answer)

#7 - (E) Probably the most pervasive *type* (category) of resistance is the most difficult to document. Name this *style of or approach to* resistance. (short answer)

#8 - (E) Identify what our text describes as one of the safest and most satisfying ways of resisting, of fighting back, from within the boarding school system. (short answer)

#9 - (E) Name one of the ways in which school officials attempted to manipulate student opinion about the correctness of participation in boarding schools. (short answer)

#10 - (E) Why was Kevin Annett fired by the United Church of Canada? Be specific and provide details (short answer)

#11 - (E) Why is Kevin Annett’s inclusion of statistics of diseases and deaths in Canadian residential schools in *Unrepentant* particularly important to consider? (short answer)

#12 - (E) According to *Our Spirits Don’t Speak English: Indian Boarding School,* boarding schools eventually helped to educate tribal citizens who returned to their reservations and traveled out into the world to actively advocate for Indian peoples. (T or F)

#13 - (E) The “outing program” integrated Indian children into every level the mainstream economic hierarchy. (T or F)

#14 - (E) The new American mythology – Hiawatha, Pocahontas, and Squanto and the Pilgrims, among others – were dramatized in plays and presentations by Indians who played the roles of both the colonized and the colonizer. (T or F)

#15 - (E) State one of the ways shown in the film that former students who returned to the Kuper Island School for a memorial gathering re-empowered themselves years after they were abused at the school. (short answer)

#16 – (TMP) There were some surprising exceptions to boarding school repression of Native cultures. Describe one that was displayed in a photo in *Away from Home*. What unexpected scene is shown?

#17 – (TMP) Despite federal intentions to provide Indian students with credible training, what limited the schools’ effectiveness? And what part did the students themselves play in keeping the schools going from year to year?

#18 – (TMP) Luther Standing Bear’s identity as an Indian person begins to shift and alter not long after he arrives at Carlisle Indian School. Identify two specific ways that he changes and write a sentence or two about each way that Standing Bear’s inner self begins to modify in order to cope with leaving his home and family after beginning school in the eastern US.

#19 – (TMP) Luther Standing Bear’s community back on the Rosebud Reservation is changing too. One of the Course Outcomes on page 1 of the syllabus states that you will be able to communicate the American Indian boarding school experience’s effects on individuals, families, and communities. Concentrating on this idea, write four or five sentences about how the Carlisle experience has affected an individual other than Luther Standing Bear, or about effects on Rosebud families and the Rosebud Tribe.

#20 – (TMP) Discuss in three or four sentences at least two of the methods used by the schools to make students believe that their parents supported the institutions.

SYLLABUS - NAS 315 History of Indian Boarding School Education

Fall 2014 – Course meets T & R 2:00-3:40pm

Grace Chaillier (Sicangu Lakota)

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Center for Native American Studies (CNAS)

112 Whitman Hall

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Office Hours @ CNAS

Tues & Thurs 12:00-1:30pm

Appointments, please and I’d rather speak with you in person than via email

**Course Description** The United States government instituted an educational policy designed to culturally blend American Indians into dominant white society in the 1870s. It was believed that by compelling young Indians to learn English, to dress and wear their hair as European Americans and to take Anglicized names, they would believe in and practice white values. It was felt that the best way to implement this policy would be through boarding schools, which were designed to forcibly remove Indian children from their families and homes at a very early age, thereby isolating them from the influences of their heritage, and to thrust a curriculum of change upon them. In this way, it was hoped by the Canadian and United States governments that Native Americans would eventually become mainstreamed, and that their traditional languages and cultures would be educated out of them and vanish permanently, solving what had long been called “the Indian problem.”

**Course Objective** Our work will critically examine the complexity of culture-altering experiences that were overwhelmingly detrimental, but that, for some, resonated positively. To achieve this objective our course will balance lecture, film, discussion, and presentations to survey boarding school experiences across the United States and examine its counterpart, Canadian residential schools. Since Native peoples privilege oral history, song, testimony, and storytelling, your choice to orally participate during our classroom meetings will enhance your final grade and an oral presentation will be part of your work. I may call on you to contribute to oral discussion.

**Outcomes**

**By the end of this course you will:**

1. communicate the American Indian boarding school experience’s effects on individuals, families, and communities

2. discuss Indian boarding schooling’s impact on Indigenous culture, history, spirituality, and language

3. express the alterations of identity that Indian boarding school students lived

4. articulate important achievements and contributions made by Indian boarding school students

**Assessments**

Four exams, five ten-minute papers, and a final project (an oral presentation or comprehensive paper) will evaluate comprehension of course material and demonstration of skills listed above. Oral participation during class time will also be considered.

**Required Texts** *Education for Extinction: American Indians and the Boarding School Experience**1875-1928* David W. Adams

*Away from Home: American Indian Boarding School Experiences Ed*. Margaret L. Archuleta, et al

*My People the Sioux* Luther Standing Bear

SYLLABUS - NAS 315 History of Indian Boarding School Education

Fall 2014 – Course meets T & R 2:00-3:40pm

***Grade Scale***

**A 380-400**

**A- 360-379**

**B+ 340-359**

**B 320-339**

**B- 300-319**

**C+ 280-299**

**C 260-279**

**C- 240-259**

**D+ 220-239**

**D 200-219**

**D- 180-199**

***Grading***

Four Exams (60 pts ea) 240

Ten-minute papers (5 @ 20 pts ea) 100

Final project 60

Perfect total 400

— extra absences \_\_\_

+ extra credit \_\_\_

(extra credit opportunities TBA)

Grand total \_\_\_

**Quotes to consider**

“It was very difficult for me at first, for students at the school were not allowed to speak the language of the Indians. At the time I understood nothing else.” Wayquahgeshig (John Rogers) White Earth Ojibwe

“Boarding schools were started to stamp out the Indian from the Indian, make us all into white people, and you know, it didn’t work. Actually, it was the exact opposite: It made us stronger as Indian people. It made us more aware of and more proud of who we were.” Ruthie Blalock Jones Delaware/Shawnee/Peoria

History of Indian Boarding School Education

Week to Week Schedule

**Week 1**

**Syllabus review. Please read the syllabus carefully and often.**

Lecture—Historical background—before the boarding schools

Initiation to the text—***Education for Extinction***

Who were the Friends of the Indian? **Assignment for Thursday of Week 1**:

**Read** “Soul Wound: The Legacy of NA Schools”

**Come to class each week prepared to discuss assigned reading. I may call on you.**

**Week 2 Assignment: Read *Education for Extinction*—Read Preface, Prologue, and Part 1: Civilization — Chapter 1, Reform *Bring your textbook to class!***

**Week 2**

Who was Helen Hunt Jackson? Lecture/Discussion—*Education For Extinction*

Preface, Prologue & Chapter 1, Reform

Film—*In the White Man’s Image—*Film discussion

**Week 3 Assignment: Read *Education for Extinction—*Chapter 2, Models**

**Week 3**

Who was Richard Henry Pratt? \* **Presentation topic & date sign-up next week \***

Lecture/Discussion— *Extinction* Chapter 2, Models

Tape recorded boarding school experience of Wilma Chaillier— Discussion

**Exam 1 Thursday**

**Week 4 Assignment: Read *Education for Extinction—*Chapter 3, System**

SYLLABUS - NAS 315 History of Indian Boarding School Education

Fall 2014 – Course meets T & R 2:00-3:40pm

**Week 4**

Who was Francis LaFlesche? \* **Presentation topic & date sign-up Thursday \***

Lecture/Discussion— *Extinction* Chapter 3, System

Film: *Indian School: A Survivor’s Story* (41 min.) *Indian Country Today’s* “Tiny Horrors”

**Week 5 Assignment: Read *Away From Home: American Indian Boarding School Experiences* Foreword, Introduction& beyond pgs 5—37 *Bring textbook to class.***

**Week 5**

Who was Estelle Reel?

Lecture/Discussion— *Away From Home—”*Foreword, Introduction, Arrival, & Academic and Vocational Instruction” Film—*Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*

**One page, typed, double spaced *hard copy* presentation proposal due start of class Thur.**

**Week 6 Assignment: Read *Away From Home* pgs 38—83**

**Week 6**

Who is Tim Giago?

Lecture/Discussion— *Away From Home* pgs 38-83 “Health &

Homesickness,” etc. Film—*Kuper Island: Return to the Healing Circle* (45 min)

**Week 7 Assignment: *Away From Home* pgs 84—135**

**Week 7**

Who was Luther Standing Bear?

Lecture/Discussion— Away From Home pgs 84—135 “Art Education,” “Sports,” & “Families at Hampton Institute” FILM: *The Thick Dark Fog* (57 min) Film discussion

**Week 8 Assignment: Read *My People the Sioux* Chs.—13, 14, & 15 *Bring book to class.***

**Week 8**

Who was Zitkala–Sa (Gertrude Bonnin)?

Film—*Our Spirits Don’t Speak English: Indian Boarding School* (80 min)

**Exam 2 Thursday**

**Week 9 Assignment: Read *My People the Sioux* Chapters—16, 17, 18, & 19**

**Week 9**

Who was Vine Deloria, Sr.?

Lecture/Discussion— *My People the Sioux* Chapters 13, 14, & 15

Lecture/Discussion— *My People the Sioux* Chapters 16, 17, 18 & 19

**Week 10 Assignment: Read *Education for Extinction-*Part Two: Education Chapter 4, Institutions**

**Week 10**

\*\*\*\* **Begin 15 minute student presentations** \*\*\*\*

Film— *Older Than America* (102 min) Film discussion

**Week 11 Assignment: Read *Education for Extinction—* Chapter 5**, **Classroom**

SYLLABUS - NAS 315 History of Indian Boarding School Education

Fall 2014 – Course meets T & R 2:00-3:40pm

**Week 11**

Who was Jim Thorpe?

Film excerpt—*The Education of Little Tree* Film excerpt discussion

**\*\*\*\* Student presentations \*\*\*\***

**Week 12 Assignment: *Education for Extinction—*Chapter 6, Rituals**

**Week 12**

Who was Esther Burnett Horne?

**All printed, hard copy extra credit work is due on November 14 at the start of class!**

**\*\*\*\* Student presentations \*\*\*\***

*Into the West:* excerpt from Part Five “Casualties of War” Film excerpt discussion

**Exam 3 Thursday**

**Week 13 Assignment: *Ed for Extinction—*Part Three: Response Ch 7, Resistance**

**Week 13**

Who is Basil Johnston?

**\*\*\*\* Student presentations \*\*\*\***

“Watching Rain” - a reading by your professor

**Week 14 - Thanksgiving Week — no class**

**Week 15 Assignment: Read *Education for Extinction -* Chapter 8, Accommodation**

**Watch the film** — *Unrepentant: Kevin Annett and Canada’s Genocide*

Take some notes & write some questions for discussion.

**Week 15**

Who was Charles Eastman (Ohiyesa)?

**\*\*\*\* Student presentations \*\*\*\***

Discussion— *Unrepentant*

Film—*Spirit of the Dawn* (29 min) Film discussion

**Week 16**

**Exam 4 Final - Tuesday, December 9, 2014 2:00pm—3:50pm**

**Please do not request an alternate situation/date/time to complete the final exam!**