

NAS 212 Michigan & Wisconsin Tribal Relations (AIC)

Fall Semester 2022, CRN#81038, 4 Credits

Instructor: Dr. Martin Reinhardt

Office Locations: Whitman Hall Room 112

Office Hours: Mondays and Thursdays 1:00 pm – 4:00 pm via ZOOM, or email.

CNAS Office Phone: (906) 227-1397

CNAS Website: <http://www.nmu.edu/cnas>

EduCat (Course Website) Login Page: <https://educat.nmu.edu/index.php>

E-Mail: mreinhar@nmu.edu

E-mail from students in this class must always have “nas212f22” in the subject line, although you may include additional words. Make sure your name is somewhere in your email, email submitted without names will automatically be deleted.

Important Notes:

This is an Anishinaabemowin integrated course (AIC). As such, we will be learning about Michigan & Wisconsin tribal relations using the language of the Anishinaabek for multiple components throughout the semester.

I do NOT accept assignments submitted as pdf files. I will ONLY accept MS Word files (.doc or .docx).

Classroom Location: Online via EduCat

Class Times: No regularly scheduled class times for this course.

Required Materials:

Loew, Patty. (2013). *Indian Nations of Wisconsin: Histories of Endurance and Renewal*. Madison: Wisconsin Historical Society Press.

Other materials as assigned will be posted or linked within EduCat.

The Center for Native American Studies Mission Statement

The Center for Native American Studies offers a holistic curriculum rooted in Native American themes that challenges students to think critically and communicate effectively about Indigenous issues with emphasis on Great Lakes Indigenous perspectives; stimulates further respectful inquiry about Indigenous people; and provides active learning and service learning opportunities that strengthen student engagement, interaction, and reciprocity with Indigenous communities.

Class Goal, Objectives, and Outcomes:

Goal:

Examine the history and current status of tribes located within the states of Michigan and Wisconsin with an emphasis on treaties relevant to those tribes.

Objectives:

Students will learn about: identity and tribal relations with an emphasis on tribes in Michigan and Wisconsin; multiple perspectives regarding respectful inquiry about American Indian tribes; and the relationship between active learning and American Indian tribes.

Outcomes:

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

1. Explain critically concepts about the relationship between identity and tribal relations in Michigan and Wisconsin.
2. Communicate effectively about the relationship between identity and tribal relations in Michigan and Wisconsin.
3. Discuss multiple perspectives regarding respectful inquiry about American Indian tribes.
4. Articulate how their active learning experience is related to American Indian tribes.

Assessment Strategies/Outcomes	Points
1. Multiple Choice Quizzes (Outcomes: 1,2,3,4)	5 quizzes x 100 possible points each= 500 possible points / 5 = 100 possible assessment strategy average points
2. Encyclopedia of Michigan Tribes Assignment (Outcomes: 1,2,3,4)	1 project worth 100 possible assessment strategy points
3. Leadership Video Translation Exercise (Outcomes: 1,2,3,4)	1 translation table worth 100 possible assessment strategy points
4. Personal Debate Assignment (Outcomes: 1,2,3,4)	1 project worth 100 possible assessment strategy points
5. Treaty Analysis (Outcomes: 1,2,3,4)	1 analysis worth 100 possible assessment strategy average points
6. Final Exam (Outcomes: 1,2,3,4)	1 exam worth 100 possible assessment strategy points
Final Grades	600 possible points / 6 = 100 possible assessment strategy average points

Grading:

Assessment Strategy Grades:

Total possible points for each assessment strategy will be 100. Some assessment strategies are based on only one assignment, while others may include more than one. In cases where an assessment strategy requires submission of more than one assignment, the grades for each assignment will be added together and divided by the number of assignments to determine the average grade for that assessment strategy. Specific requirements for each assessment strategy are included in the scoring rubrics on each assessment strategy sheet.

Late Work:

All student work is expected to be submitted by the due date/time. Late work will be accepted for all individual assignments up to 10 days after the assignment is due. One point will be automatically deducted for each day an assignment is late. Group assignments must be completed on time. Individual contributions toward group assignments will receive a zero grade if not submitted on time. Quizzes must be completed on time. Students will receive a zero grade for any quiz that they miss. Exceptions may be allowed for family emergency situations, or for situations beyond the control of the student, like University sanctioned events. Exceptions will require official documentation submission to the instructor via email.

Final Grades:

As shown in the table above, final grades for this class will be determined by adding all of the assessment strategies actual points together, and dividing by the number of assessment strategies. Since there are seven assessment strategies, the total possible points is 700. The total of the actual points earned for all of the assessment strategies will be divided by seven to determine the average grade for the course. The average grade for the course will be assigned a letter grade as shown the following table.

A 94-100	A- 90-93	B+ 87-89	B 84-86	B- 80-83	C+ 77-79
C 74-76	C- 70-73	D+ 67-69	D 64-66	D- 60-63	F <60

Academic Honesty:

Students are expected to do their own work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote directly from another source or paraphrase substantially, you must cite the source you used.

Failure to use proper citation procedure is considered plagiarism (see handout on plagiarism). Plagiarism will result in a grade of "0" if it is flagrant and/or deliberate. Copying from another person's paper or test is academic dishonesty and will result in a grade of "0" for that assignment. In addition, you will be referred to student services for discipline based on college policy.

You are not authorized to copy any question or answer from the quizzes associated with this course. If you do, you will receive a grade of "0" for that assignment, and you will be referred to student services for discipline based on college policy.

Class Etiquette and Expectations:

Be respectful. Treat others the way you would like to be treated. Say what you mean. Mean what you say. Don't be mean when you say it.

ALLIES Statement:

My classroom is a place where you will be treated with respect. In this course, each voice has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students, faculty and staff. Each member of this class is expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

NMU's Non-Discrimination Statement:

Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all program and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number (906) 227-2420.

ADA Statement:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

Veterans Services:

If you are a veteran and need assistance with your benefits or are experiencing complications with your education due to military service connected issues, contact the Veteran Resource Representative in 2101 Hedgcock (227-1402 or mrutledg@nmu.edu). The Veteran Resource Representative can advocate for you before the Veterans Administration and can also help you solve any veteran specific issues you may have.

Religious and Spiritual Observance Statement

Faculty, staff, and students practice a variety of religious and spiritual traditions, which enhance the diversity of our campus community. NMU acknowledges that scheduling conflicts between required academic activities and religious and spiritual obligations are inevitable. Additionally,

we recognize that some religious and spiritual obligations extend for multiple days and/or start at sundown of one day and extend through sundown of another day. In the event of conflicts, I will make every effort to help students avoid any negative academic consequences of observing religious and spiritual obligations. Students should consider the implications of missing class due to religious and spiritual obligations and should take into consideration these impacts when making decisions regarding any other absences during the term.

When an exam, assignment, or class conflicts with a religious or spiritual obligation, students are responsible for notifying me 30 days in advance of the date(s). Exceptions are made for unanticipated events like funeral ceremonies. You are not exempt from meeting course requirements or completing assignments in a timely manner as determined by this instructor.

Learner-Instructor Interaction:

Throughout the semester, students in this class will receive regular, substantive communications from the instructor regarding course expectations and clarifications. These interactions will include course announcements, recorded video/voice clips, and instructor feedback on your quizzes and assignments. We may also engage in email and/or asynchronous discussion board exchanges. Students will have access to pre-recorded lectures and demonstrations recorded by the instructor, but will be responsible for downloading and saving any recorded material within 30 days of posting. Office hours will be held using ZOOM.

Class Modules:

(Note that exact due dates/times are shown under each module in EduCat)

Module 1-

Introduce Yourselves via Educat, and Review Course Syllabus and Assignment Sheets/Due Dates

Assigned Materials:

- INW Foreword by DeMain; Foreword by Leary; Preface; Early History; and European Arrivals
- Module Video 1
- We Are All Treaty People - Full Book

<https://www.youtube.com/watch?v=2jb4JesjE1A>

- Alan Ojig Corbiere: The Underlying Importance of Wampum Belts

https://www.youtube.com/watch?v=wb-RftTCQ_8&t=18s

- American Indian Identity Supplement
- Read through the assigned treaty

https://www.saulttribe.com/images/pdf/treaties/1836_treaty_washington.pdf

Begin Personal Debate Work

Begin Developing Encyclopedia of Michigan Tribes

Quiz 1

Module 2-

Assigned Materials:

INW Ojibwe

Module Video 2

The Ojibwe People's Dictionary

<https://ojibwe.lib.umn.edu/>

Begin Developing Treaty Analysis

Begin Translation Work

Continue Debate Work

Continue Developing Encyclopedia of Michigan Tribes

Quiz 2

Module 3-

Assigned Materials:

INW Potawatomi

Module Video 3

Continue Developing Treaty Analysis

Continue Debate Work

Continue Translation Work

Continue Developing Encyclopedia of Michigan Tribes

Quiz 3

Module 4-

Assigned Materials:

INW Menominee; and Ho-Chunk

Module Video 4

Continue Developing Treaty Analysis

Continue Debate Work

Continue Developing Encyclopedia of Michigan Tribes

Leadership Video Translation Exercise Due

Quiz 4

Module 5-

Assigned Materials:

INW Oneida; and Stockbridge-Munsee Community (Mohican)

We are Mohican Nation video:

https://www.facebook.com/watch/live/?v=284076879738693&ref=watch_permalink

Module Video 5

Continue Developing Treaty Analysis

Continue Developing Encyclopedia of Michigan Tribes

Personal Debate Assignment Due

Quiz 5

Module 6-

Assigned Materials:

INW Brotherton Indian Nation; and Urban Indians

Module Video 6

Continue Developing Treaty Analysis

Encyclopedia of Michigan Tribes Due

Module 7-

Assigned Materials:

INW Beyond

Module Video 7

Treaty Analysis Due

Final Exam

Assigned Readings from Indian Nations of Wisconsin (INW) by Module:

Module 1: INW Foreword by DeMain; Foreword by Leary; Preface; Early History; and European Arrivals

Module 2: INW Ojibwe

Module 3: INW Potawatomi

Module 4: INW Menominee; and Ho-Chunk

Module 5: INW Oneida; and Stockbridge-Munsee Community (Mohican)

Module 6: INW Brotherton Indian Nation; and Urban Indians

Module 7: INW Beyond