NAS 484 Native American Inclusion in the Classroom  
2 Credits  
Winter 2008  
March 2 – March 7 Site Visit  

Professors:  
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Course Schedule:  
This course will have an on-site component to be completed during a one week experience at the Bahweting Charter School in Sault Ste. Marie, Michigan. Students will be bused to the Sault and will be housed at the Mary Murray Culture Camp for the week. The Culture Camp is located on Sugar Island in Sault Ste. Marie, Michigan. The week long experience will include field experiences to the Bahweting Charter School and cultural activities every evening at the Mary Murray Culture Camp. All costs beyond tuition for the course will be paid by the NMU Center for Native American Studies, the NMU School of Education, and the NMU Charter Schools Office.  

Planned experience for winter 2008: Sunday, March 2 – Friday, March 7, 2008  

In addition, this course will utilize WebCT for discussions prior to and following the trip to Sugar Island.  

Course Description:  
This course will challenge student perceptions of what Native American inclusion means. It will provide students with methods and materials that will help meet state standards while effectively including Native American cultural concepts across the curriculum. There is a strong emphasis on the State of Michigan standards and Anishinaabe language and cultural concepts.  

Connection to the Superior Edge:  
Students participating in this course may count the hours towards completion of the Diversity Edge. Diversity Edge works to develop sensitivity and awareness of global and domestic diversity issues.  

Course Objectives:  
• Critically analyze the social, ethical, and political issues and controversy embedded in popular dialogue concerning literacy education, multicultural education, educational standards and accountability, inclusion and equity of opportunity for all children.  
• Employ reflective practices designed to examine and deconstruct personal beliefs, values, perspectives, dispositions, and expectations regarding teaching and learning.  
• Be cognizant of the ways in which students’ raced, classed, gendered, and sexually oriented identities, as well as other unique characteristics such as ethnicity, language, religion, and geographic location influence the ways they perceive and experience schools, teachers, and learning.  
• Explore strategies for building classroom and school communities that value and respect students and promote critical thinking and active learning.  
• Observe, analyze, and critique varied aspects of school climate, culture, and curriculum as it is structured and lived by students and teachers.
Course Grading:

Assignments/activities to be graded on the following percentage scale:

- **A**: 94-100
- **A-**: 93-90
- **B+**: 89-86
- **B**: 85-83
- **B-**: 82-80
- **C+**: 79-76
- **C**: 75-73
- **C-**: 72-70
- **D+**: 69-66
- **D**: 65-63
- **D-**: 62-60
- **E**: 59-0

Disability Services:

Students who have a need for disability related accommodations or services, please inform the Coordinator of Disability Services at:

Disability Services Office
1104 University Center
227-1000
TTY 227-1543

[http://www.nmu.edu/disserve/](http://www.nmu.edu/disserve/)

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.

Student Handbook:

Students in this course are subject to the directives and policies stated in the NMU Student Handbook which can be found at: [http://www.nmu.edu/dso/handbook/](http://www.nmu.edu/dso/handbook/)

Academic Dishonesty:

Please note that academic dishonesty is sufficient cause for failure of the course.

"Students should strive to obtain the highest possible level of academic achievement. They have an obligation to abide by accepted standards of academic honesty which dictate that all of their scholastic work shall be original in nature. Once enrolled in a course, students are expected to become familiar with instructional objectives, course requirements, and methods employed in determining the course grade. Students shall assume responsibility for familiarizing themselves with the course syllabus and completing all the requirements of the course." – NMU Handbook found at [http://dso.nmu.edu/handbook/?part=1](http://dso.nmu.edu/handbook/?part=1)

Required Texts:


Websites of Interest:

- American Indian Education Links: [http://www2.nau.edu/~jar/IndianLinks.html](http://www2.nau.edu/~jar/IndianLinks.html)
- Teaching about Native American issues: [http://www.understandingprejudice.org/teach/native.htm](http://www.understandingprejudice.org/teach/native.htm)
- History and Facts about Indian Education: [http://www.aiefprograms.org/history_facts/history.html](http://www.aiefprograms.org/history_facts/history.html)
- Journal of American Indian Education Website: [http://jaie.asu.edu/](http://jaie.asu.edu/)
- Urban Indian Education Research Center Website: [http://www.urban-indians.org/index.html](http://www.urban-indians.org/index.html)
- Current Publications in Indian Education: [http://www.ael.org/eric/newwin02.htm#ai](http://www.ael.org/eric/newwin02.htm#ai)
- Native Education Directory: [http://www.ael.org/eric/ericnewwin02.html#ai](http://www.ael.org/eric/ericnewwin02.html#ai)

Course Assignments

Assignment 1: Participation and Discussion

Students will be expected to actively engage in reflective discussions and all activities over WebCT. This will occur prior to our visit, at the school site and at the Culture Camp. A guide for conducting ourselves over WebCT, at the Culture Camp and in general discussion is provided here:

- Asking questions that demonstrate your curiosity and enthusiasm for learning,
- Avoiding passing judgments when you observe practices you do not understand or agree with,
- Coming prepared and on time,
- Having a spirit of cooperation, collaboration, and support with the instructor, one’s peers, on-site teachers, and culture bearers,
- Showing a genuine interest in learning the subject matter through class participation and high quality assignments and questions,
- Demonstrating a sincere interest in the needs of the students and community members encountered during the field experiences,
- Making every effort to be a valuable member of both our class and as a part of the school by showing initiative that goes above the minimum acceptable level,
- Dressing appropriately and professionally,
- Using clear, confident and grammatically correct speech,
- Practicing confidentiality consistently,
- Demonstrating enthusiasm for teaching and learning.

Pre-Visit Discussion Threads based on personal experience and the text entitled *The seventh generation: Native students speak about finding the good path and supplemental materials.*

Post by Jan 21 – Introductions & Questions Regarding Class Content

Prior Knowledge / What have we learned about Indians in our own K-12 experience? / Examining our own perceptions
- List the first 5 words that come to mind when you hear, “American Indian”
- Stereotypes / biases – How to overcome stereotypes.
**Week 2 (Post Jan 21-Jan 24 in Discussion Section on WebCT)** – Review & Reactions to article “Reconnecting The Circle” found at [http://firstsearch.oclc.org/html/webscript.html:%3A/sessionid=fsapp6-39097-fbi1e2lp-4z40zc:sessionid=fsapp6-39097-fbi1e2lp-4z40zc:](http://firstsearch.oclc.org/html/webscript.html:%3A/sessionid=fsapp6-39097-fbi1e2lp-4z40zc:sessionid=fsapp6-39097-fbi1e2lp-4z40zc:) and Chapters 1 & Excerpts of Chapter 2 “Seventh Generation: Native Voices…” (specific instructions on WebCT)

**Week 4 (Post Feb 5-Feb 8 in Discussion Section on WebCT)** – Review & Reactions to Excerpts of Chapters 3 & 4 “Seventh Generation: Native Voices…” and “Native American Inclusion in Education” April power point on “Identity” (specific instructions on WebCT)

**Week 6 (Post Feb 18-Feb 22 in Discussion Section on WebCT)** – Review & Reaction to Excerpts of Chapter 5 & 6 “Seventh Generation: Native Voices…” (specific instructions on WebCT)

**By week 8 (Prior to travel to Bahweting)** – Complete “Seventh Generation: Native Voices…” (specific instructions on WebCT)

**Assignment 2: Course Notebook**

Students will be expected to keep and maintain a course notebook. This notebook will be started and used during and after observations at the Bahweting School and for reflection on cultural activities conducted at the Mary Murray Culture Center.

Notebooks will be used for reflection, to facilitate on-site discussions, and for post field experience assignments.

Notebook focus should focus on but not be limited to the following questions/topics:

1. Does the school have any obvious permanent physical features that reflect American Indian cultures? Describe.
2. Are there any non-permanent American Indian oriented objects displayed throughout the school or classrooms you visited? Describe.
3. As you walk through the library note the types of books and materials available. What cultures and regions are represented? What specific topics or titles jump out at you?
4. How are the classrooms arranged? How does this seem to help or hinder student and teacher interactions?
5. What strategies are used to engage students in their learning? Look for groupings, reading/speaking strategies, physical activity, technology, creative thinking, etc.
6. What cultural references are used to engage students in learning? Do the cultural references reflect a diverse perspective from around the world or are they limited to the immediate community?
7. How are expectations set and reinforced during the school day and in the evening activities?
8. What techniques are used to develop or promote the understanding of the cultural experiences that are a part of the evening activities at the Culture Camp?
9. Note how your level of comfort with the experience changes throughout the week.
10. How do the students react to you as the week progresses? How do you react to them?

**Assignment 3: Scenario Response**

Review your notebook from the field experience at Bahweting and the Mary Murray Culture Camp. Choose an idea or artifact you noted that was of particular interest to you.
Using the *Interdisciplinary Manual for American Indian Education Inclusion* as a guide, develop a case study scenario similar to those on pages 30-41. Your case study will reflect the use of an idea or artifact presented at Bahweting or at the Mary Murray Culture Camp. Add a bulleted list of “Points of Analysis and Recommendations” to your scenario similar to those presented in the manual. This bulleted list should represent your learning from the previous pages in the manual and/or what you learned from the debriefings and discussions from our experience.

Please respond to two (2) of your peer’s postings in WebCT for this assignment. Add to or take away from their ideas. You could give your perspective on the assignment discussed, suggest websites, speakers, connections to other subject areas, pieces of literature, music, etc. to help enhance and build on the proposed scenario and analysis/recommendations.

**Assignment 4: Theme Question Response**
You will answer the following question in a WebCT Discussion Forum:

- Why is it important to consider the ways in which students’ raced, classed, gendered, and sexually oriented identities, as well as other unique characteristics such as ethnicity, language, religion, and geographic location influence the ways they perceive and experience schools, teachers, and learning?

A complete answer in two parts to the above question:

1. **Part 1, Essay Response**
   - Be 500 words in length (one page)
   - Use correct grammar
   - Demonstrate an in-depth exploration of one aspect of the above question
   - Utilize concrete examples from your notebook
   - Be respectful in tone

2. **Part 2, Resource Guide (one page)**
   - List resources your peers could use to research the response to your question even further
     - Websites
     - Journals
     - Specific journal articles
     - Professional books
     - Literature
     - Speakers
     - Documentaries

Read each of your peers’ responses and compare at least two of the postings with your own. Inform those two peers of the similarities and differences between your posting and theirs by responding to their postings in the WebCT Discussion.