**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*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 212 Michigan & Wisconsin Tribal Relations

**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? X YES IN PROGRESS

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**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

NAS 212 is an examination of the 23 federally recognized tribes of Michigan and Wisconsin and how treaties with the federal government shaped their history and contemporary political make up.  Treaty rights, sovereignty, urban communities, and tribal enterprises are explored.

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

Although it is a 200 level course, it really challenges students to consider the history and contemporary status of tribes in Michigan and Wisconsin. Students learn about the transition of tribes from precolonial tribal communities that exercise their own aboriginal rights to the contemporary tribes that interact with other tribes, the federal US government, and states. They think critically about colonization and its continuing impact on Indigenous populations. They compare and contrast their prior knowledge about tribal issues with what they learn through this class. Students consider their own identity in relation to tribal communities in Michigan and Wisconsin. They engage in local learning opportunities that require them to search out evidence of the presence of American Indian people, tribes, issues, ideas, etc. They use high level analytical tools to deconstruct treaties and their relationship to contemporary issues.

C. Describe the target audience (level, student groups, etc.)

This is a 200 level course that should be required for any student attending and graduating from NMU. It draws on ideas and methods from multiple disciplines, and as such, may feel familiar to students from diverse areas of study. Native students may feel a greater affinity towards the content and focus of the course, but non-Native students will undoubtedly feel moments of epiphany as they encounter ideas that may counter or be missing from their previous learning. Students pursuing degrees in Native American Studies, Political Science, Teacher Education, Sociology, Anthropology, Social Work, and Outdoor Recreation Leadership and Management will find this course very applicable within their learning and eventual work in each area.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

This course is required for NAS majors. It is an elective for the NAS minor. This course also satisfies Wisconsin Act-31 requirements for teacher education students planning to teach in Wisconsin.

E. Provide any other information that may be relevant to the review of the course by GEC

It is a travesty that a student might be able to attend and graduate from NMU without ever learning about Native American issues other than that which they might learn from watching a rerun of Dances with Wolves on Netflix. Although being selected for inclusion as a general education course does not guarantee that students will take this course, it does increase the likelihood that they might choose it as something that may help them fulfill graduation requirements. This course is taught by multiple instructors, as such, assessment tools may vary. The example syllabus included here was developed by Dr. Martin Reinhardt and reflects an assessment strategy that provides equal weight to each assignment (7 percent).

**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** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Type:** Tri-lateral Debate. **Frequency:** one debate, one debate summary paper. **Importance:** Seven percent of grade. Students will engage in a high level debate with their classmates based on a current issue relative to treaty rights and tribal sovereignty in Michigan and/or Wisconsin. Students are assigned to take on a tribal, federal or state perspective in their research and preparation for the debate. They are also encouraged to anticipate the arguments that may be put forth by their peers on the other teams. Each team will incorporate an analysis of the issue based on the US Supreme Court’s Canons of Treaty Construction. Expected **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. **Type:** Multiple Choice Quizzes. **Frequency:** seven. **Importance:** Seven percent of grade. Multiple choice quizzes are based on assigned readings in the required texts and class discussions. The texts were selected based on their relevance to tribes in Michigan and Wisconsin, and their coverage of historical and contemporary issues relative to tribal relations. Class discussions range from identity and history, to sovereignty and contemporary issues. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study.  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Type:** Position Paper and Presentation. **Frequency:** one paper, and one presentation. **Importance:** Seven percent of grade. Students research an issue relative to tribal relations in Michigan and Wisconsin, and develop a position paper based on how their current understanding was impacted by their research, assigned readings, and in-class work. Students deliver a short presentation of their papers near the end of the semester. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. Multiple Choice Quizzes: See plan for assessment under evidence. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Type:** Treaty Analysis. **Frequency:** one analysis. **Importance:** Seven percent of grade. Students conduct an analysis of a treaty that is relevant to tribes located in Michigan and Wisconsin. They utilize the US Supreme Court’s Canons of Treaty Construction, and compare their analysis to contemporary issues relevant to the tribes included in the treaty they are assigned. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. Multiple Choice Quizzes: See plan for assessment under evidence. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD 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** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Type:** Local American Indian Presence Project. **Frequency:** one project with multiple components. **Importance:** Seven percent of grade. After working through multiple class discussions on American Indian identity focusing on biological, cultural, and legal/political dimensions, students are required to conduct a field research project where they visit public buildings, walk around campus and downtown Marquette, watch local Television channels during prime time (5-9pm), and read local newspapers to determine how American Indian issues and ideas are present in the local community or not. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. Multiple Choice Quizzes: See plan for assessment under evidence. |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Type:** American Indian Tribal Maps Project. **Frequency:** one project with multiple components. **Importance:** Seven percent of grade. Students are required to develop a series of maps regarding tribal communities in Michigan and Wisconsin which include pre-colonial relations between tribes, early colonial relations with foreign nations, early US relations, and contemporary status of tribes. Tribal cultural perspectives on relationships with the Mother Earth and other beings and how they have been disrupted through colonization are a focal point of this assignment. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. Multiple Choice Quizzes: See plan for assessment under evidence. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Type:** Local American Indian Presence Project. **Frequency:** one project with multiple components. **Importance:** Seven percent of grade. A secondary component of this assignment is to attend a local tribal activity and report back on how they participated and what they learned from the experience. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. Multiple Choice Quizzes: See plan for assessment under evidence. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Type:** Article Summary. **Frequency:** one article summary, one peer review, and participation in at least one article based class discussion. **Importance:** Seven percent of grade. Students engage in multiple class discussions about ethical issues relevant to tribes in Michigan and Wisconsin. They are required to find a peer reviewed academic journal article that focuses on an ethical issue discussed in class. They are responsible for summarizing the article, conducting a peer review of another student’s summary, and being prepared to discuss their article in class as opportunities arise. **Success Rate:** 75 percent expected at the proficiency level due to the content of the course being unusual for a student population that may be somewhat diverse in their relative areas of study. Multiple Choice Quizzes: See plan for assessment under evidence. |

