K’chi miigwech/Great thanks for choosing to enroll in NAS404. Our group meets weekly on Mondays | Wednesdays 8:00 – 9:40 am ET
Meeting Rm: Harden Hall 111B or ZOOM video.

My Office Hours:
Mondays | Tuesdays between 11 am – 2 pm
or by appointment at least 24 hours in advance.
Room/Building: 112 Whitman Hall
Phone: 906-227-1397
Website: www.nmu.edu/cnas

EMAIL: alindala@nmu.edu ← BEST contact
NOTE: Help me, help you – every email subject
please put YOUR LAST NAME NAS 404 W20

Teaching Philosophy (Active Learning Credo – author unknown)
· What I hear, I forget
· What I hear & see, I remember a little
· What I hear, see & ask questions about or discuss with someone else, I begin to understand
· What I hear, see, discuss, and do, I acquire knowledge
· What I teach to another, I master

Territory Acknowledgement
Northern Michigan University is located in beautiful Marquette, Michigan upon the ancestral homelands of the Anishinaabe Nation. Anishinaabe people are among the First Peoples of the Great Lakes. Marquette is known to the Anishinaabe as Gchi-namebini Ziibing, which refers to a life-sustaining river.

Native American Studies at NMU
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.

Description: Indigenous Studies as a discipline is rooted in Indigenous cultural and place-based beliefs focusing on the interconnectedness and relational accountability of communities (all sentient beings on earth). Indigenous critical analysis must react to and/or confront acts of colonialism that has led to systematic marginalization, but Indigenous critical analysis must also seek valid forms of inquiry and observations that privilege Indigenous voices and ways of thinking. Together we will explore a) how tribal nation leaders, NAS scholars, and Indigenous artists and activists are embracing these research methods to counter and/or resist system-supported actions and b) in what ways do these approaches and methods enhance revitalization and resurgence strategies to advance self-determination for Indigenous peoples and communities.

The research we will engage is qualitative in nature due to Indigenous cultural connections to oral traditions. Because community engagement and action are tenets of NAS, we will practice basic grant proposal writing strategies. Simultaneously, we will practice career positioning skills (e.g. cover letters, resumes, etc.). Ally ship, ethics, and reciprocity will be central to our on-going discussions.

Photo above: American Indian Movement leader, Russell Means (Oglala Sioux)
NAS 404 Overview
You are enrolled in a 400-level, 4-credit course that is designed to 1) examine Indigenous studies theory, research methods, and frameworks, 2) familiarize you with tribal nations and intertribal organizations and the career opportunities they have to offer, 3) strengthen your academic reading skills, and 4) introduce you to grant writing skills. This will take some work on your part and my part!

Course Learning Outcomes [Module outcomes are within the weekly rundown]
By semester’s end successful NAS 404 students will have and/or will be able to…
LO 1 - explain at least three distinct Indigenous research approaches,
LO 2 - apply for employment from two different tribal nations or inter-tribal organizations,
LO 3 - design one original qualitative research project that privileges Indigenous approaches,
LO 4 - compose a federal-level grant proposal narrative to support your project,
LO 5 - present your work in a public forum (i.e. NMU Celebration of Student Works), and
LO 6 - [grad students] compose an evaluation within grant proposal.

What do I need to succeed in this course?
Self-discipline and tenacity! You must keep up with reading and writing. Attend class armed with a deep desire to be an active participant. You will receive two textbooks; gifts from me for doing this vital work.


Additional materials (book chapters, articles, videos, etc.) will be found on EduCat.
(Alfred) “The Great Unlearning”
(Haircrow) “Challenges of Indigenous Studies”
(Hoffman) “Beads Beauty and Intention”
(LaDuke) “Land-Ethic” Interview
(Lindala) multiple videos on grant writing tips and Native American Studies (NAS) 404 course content
(Lucchesi) “Spirit-Based Research: A Tactic…”
(Minogijizhigokwe) “Kaandoassiwin - Chap 1 Preparing to Search”
National Congress of the American Indian (NCAI) – “Foundations of Research: An Indigenous Perspective”
(Tinker) “The Stones Shall Cry Out”

What do I need to produce to be assessed?
1. U - Complete three question sets pertaining to course content (mainly readings) alignment LO 1, 3
2. U - Complete a distinct cover letter and resume for two tribal entities alignment LO 2
3. G - create an evaluation for your grant narrative alignment LO 6
4. Compose a grant narrative proposal with an Indigenous research approach alignment LO 1, 3, 4
5. Create a budget for your grant narrative alignment LO 4
6. Present at a public forum (i.e. NMU Celebration of Student Works) alignment LO 5
7. Be an active and respectful participant in class and on EduCat. alignment LO 1-5 (6)

Starfish Weeks
Weeks 4, 7, and 11 are designated Starfish weeks. Wednesday class periods are set aside for us to hold a conference to discuss your work and progress. This is a chance for us to work together to assess, finesse, and/or strengthen your skill sets.

Outside of Class Time Opportunities
As this course centers on research and engagement we may meet with community members working with intertribal organizations, and/or participate in professional development opportunities. There may be times an opportunity will arise last minute. I will do my best to notify you ASAP. Anything not listed on this syllabus is optional. I am happy to compose letters for employers or other faculty for outside-of-class opportunities.
How the Points Add Up

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<thead>
<tr>
<th>Points</th>
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<th>Grading Scale</th>
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<tr>
<td>Three Question Sets</td>
<td>50 * 3</td>
<td>150</td>
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<tr>
<td>Cover Letter &amp; Resume (see assignment first!)</td>
<td>50</td>
<td>A-</td>
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<tr>
<td>Fed RFP</td>
<td>Grant Narrative Proposal</td>
<td>130</td>
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<tr>
<td>Grant Budget</td>
<td>60</td>
<td>B</td>
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<tr>
<td>Present Research to Open Forum</td>
<td>50</td>
<td>B-</td>
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<tr>
<td>Active Participation [includes close tips for reading]</td>
<td>60</td>
<td>C+</td>
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TOTAL Points 500

Rubrics for HOW you will be assessed will be shared in separate documents.

Quotes for Your Consideration

“To be Onkwehonwe, to be fully human, is to be living the ethic of courage and to be involved in a struggle for personal transformation and freedom from the dominance of imperial ideas and powers — especially facing the challenges in our lives today. Any other path or posture is surrender or complicity.”  
-- Taiaiake Alfred, Ph.D.

“Cultural longevity depends on the ability to sustain cultural knowledge. At the heart of a cultural renaissance, Indigenous or otherwise, is a restoration and respectful use of that culture’s knowledge systems.”  
-- Margaret Kovach, Ph.D.

“It is time that we name these traumas as the colonial assaults they are; it is time that we release our anger upon the colonial system instead of upon the bodies and minds of our young people.”  
-- Molly Wickham

“People speak their languages and relate their stories not just to tell of subsistence or sovereignty but also to tell all that is meaningful for understanding ourselves, individually and collectively, as human beings.”  
-- Marie Battiste, Ph.D.

“As we Indigenous scholars have begun to assert our power, we are no longer allowing others to speak in our stead. We are beginning to articulate our own research paradigms and to demand that research conducted in our communities follows our codes of conduct and honours our systems of knowledges and worldviews. Research by and for Indigenous peoples is a ceremony that brings relationships together.”  
-- Shawn Wilson, Ph.D.

“Writing well isn’t merely a utilitarian skill. It is about developing a rational grace and energy in your conversation with the world around you.”  
-- Verlyn Klinkenborg, Ph.D.

“Learning most things is a messy process. Confusion, frustration, even despair regularly occur. If students never experience those feelings, they also never experience the thrill of finally figuring something out, of really understanding and of being changed by what they’ve learned.”  
-- Maryellen Weimer, Ph.D.
### Module 1 Learning Outcomes for NAS 404 [East]

By the end of the eastern direction successful NAS 404 students will have or will be able to…

1. **explain** the medicine wheel framework as presented by scholars in RIVV. [LO1]
2. **assess** tribal nation/inter-tribal organization websites specifically employment opportunities. [LO2]
3. **explain** NAS discipline foundations as interpreted by Professor Lindala. [LO1]
4. **search**, **analyze** and **choose** a federal RFP grant proposal. [LO4]
5. **identify** multiple tribal nations in Michigan, Wisconsin, and Minnesota. [LO2, 4]

### Unit 1: Eastern Direction  [A new beginning]

#### Week 1
Jan 13 & 15  
Course & Syllabus Overview | Discuss Expectations  
VIEW (before Wednesday) NAS Foundational Videos 1-3 (EduCat)  
READ (Haircrow) Challenges of Indigenous Studies  
READ (Alfred) The Great Unlearning

**B4 Jan 22**  
READ RIVV – ToC, Intro, Prologue, and Chap 1 [Mapping Colonialism]  
READ (Minogiizhigokwe) Kaandoasiiwin - Chap 1 Preparing to Search  
READ (Wilson) Research is Ceremony pp 3-21.  
VIEW Grantwriting: Getting Started.  
VIEW Know Your Community!

#### Week 2  
Jan 20 & 22  
Dr. King HOLIDAY on Monday – DO something in service to others. 😊  
By Wednesday’s class – TRY one “Tips for Close Reading* sheets on a reading above.

**B4 Jan 27**  
READ NCAI - Foundations of Research: An Indigenous Perspective  
READ RIVV – Chap 2-3 [Mapping Colonialism]  
READ (Wilson) Research is Ceremony pp 22-42  
VIEW Grantwriting – The Project Narrative

#### Week 3  
Jan 27 & 29  
DISCUSS readings, videos, and Grants.GOV  
ACTIVITY Tribal Communities in the Great Lakes Region  
By Wednesday’s class – TRY one more “Tips for Close Reading* sheets.

**B4 Feb 3**  
READ (LaDuke) “Land-Ethic” Interview  
READ (Tinker) The Stones Shall Cry Out  
READ RIVV Chap 4 & Chap 5 [Diagnosing Colonialism]  
VIEW Grantwriting: The Importance of the Abstract (EduCat)  
VIEW Grantwriting: Goals, Objectives, Outcomes, & Deliverables. (EduCat)  
DUE: First Question Set – Upload to EduCat by Sun, Feb 2 by 11:30 pm ET

#### Week 4  
Feb 3 & 5  
DISCUSS readings and videos  
ACTIVITY Honing in on a research question.  
CHOOSE an RFP | Purpose of the Grant Abstract  
ACTIVITY: What are the “GOODS”  
**Wednesday: Starfish Week.** First Student Conference.
Module 2 Learning Outcomes for NAS 404 [South]
By the end of the southern direction successful NAS 404 students will have or will be able to…
2.1 - **identify** and **explain** systems impacting Indigenous peoples today, [LO1]
2.2 - **explain** ‘relational accountability’ as presented by Shawn Wilson in RIC, [LO1, 3]
2.3 - **explain** beginning steps in preparing a grant, [LO4]
2.4 - **identify** multiple national, regional intertribal organizations, [LO2]

**Unit 2: Southern Direction**  [Beginning to Shift Thoughts and Feelings]

*B4 Feb 10*  
READ *RIVV* Chap 6 & 7 [Diagnosing Colonialism]  
VIEW What is a literature review? (YouTube *via* EduCat)  
VIEW *Grantwriting – Highlighting and Charting* (EduCat)  
VIEW *Four Primary Societal Systems Affecting Indian Nations today.*  
DUE: **Practice Project Abstract** - Upload by Sun, Feb 9 at 11:30 pm ET

**Week 5**  
Feb 10 & 12  
DISCUSS readings and videos AND → Discuss Project Narrative  
WORKSHOP Practice Project Abstracts  
ACTIVITY: How to address the literature review?  
DISCUSS NMU Celebration for Student Works

*B4 Feb 17*  
READ *RIVV* Chap 8 & 9 [Healing Colonized Indigenous Peoples]  
READ (Wilson) *Research is Ceremony* pp 43-61.  
VIEW *Grantwriting – The Capable Team and the Timeline* (EduCat)  
DUE: **Second Question Set** – Upload by Mon, Feb 17 at 11:30 pm ET

**Week 6**  
Feb 17 & 19  
DISCUSS Readings and Videos  
ACTIVITY - Do you Know Your NDN Acronyms?  
DISCUSS What is an IRB? Do tribal nations have IRBs?

*No readings. This week is dedicated to research and writing! Use your time wisely.*  
DUE: **First Draft of Proposal Narrative** – Upload by Mon, Feb 24 at 11:30 pm ET

**Week 7**  
Feb 24 & 26  
DISCUSS Readings and Videos  
WORKSHOP First Draft of Project Narratives  
**Wednesday: Starfish Week. Second Student Conference**

**Wk 8**  
Winter Recess – Have a safe and restful week. *But pick back up with reading!*

*B4 Mar 9*  
READ *RIVV* – Chapters 11 & 12 [Healing Colonized Indigenous Peoples]  
READ (Wilson) *Research is Ceremony* pp 62-79  
READ (Lucchesi) “Spirit-Based Research: A Tactic…”  
VIEW *Grantwriting - Budgets* (EduCat)
Module 3 Learning Outcomes for NAS 404 [West]
By the end of the western direction successful NAS 404 students will have or will be able to...
3.1 - identify and explain “processes” of colonization/decolonization via RIVV, [LO1, 3]
3.2 - create a “GOOD” logic model for multiple scenarios, [LO4]
3.3 - assess tribal nation/intertribal organizations (‘Indian Country’) websites, [LO2, 3]
3.4 – write, workshop, and rewrite proposal narrative [LO4]

Unit 3: Western Direction  [Where we garner our strength]

Wk 9  Mar 9 & 11
DISCUSS Readings and Videos
REVISIT Grants.Gov
REVISIT Great Lakes Tribal Communities

B4 Mar 16  VIEW (Hoffman) Beads Beauty and Intention [creativity as research method]
READ RIVV – Chap 14, 15 & 16 [Visioning the Indigenous Renaissance]
READ (Wilson) Research is Ceremony pp. 80-138

Wk 10  Mar 16 & 18
DISCUSS Readings and Videos
REVISIT NDN Acronyms

B4 Mar 23  READ RIVV – Chapters 17 & 18, and Apx 1 [Visioning Indigenous Renaissance]
DUE Third Question Sets – Upload by Mon, Mar 23 at 11:30 pm ET

Wk 11  Mar 23 & 25
DISCUSS Readings and Videos
DISCUSS Cover Letters & Resume
DISCUSS Presentation Outline and Expectations
Wednesday: Starfish Week. Third Student Conference

Wk 12  Mar 30 & April 1
No Classes due to OVC Conference. Please attend conference if possible!
___ Work on Cover Letters and Resumes (see very specific instructions)
___ Enhance and Expand on Literature Review for your Proposal
___ Enhance the GOODs within your Proposal
___ Work on Budget Justifications (Rationale for spending)
___ Compose presentation outline and rough presentation.

DUE: Second draft of proposal narrative – Upload by Fri, Apr 3 at 11:30 pm ET
Module 4 Learning Outcomes for NAS 404 [North]
By the end of the northern direction successful NAS 404 students will have or will be able to...
4.1 - make an argument for inclusion of Indigenous research practices, [LO1]
4.2 - compose a federal-level grant research proposal narrative and budget, [LO3, 4]
4.3 - build a tribal nation or an organization specific cover letter and resume [LO2]
4.4 - present in a public forum (i.e. Celebration of Student Works is April 9). [LO5]

Unit 4: Northern Direction [Reflect Upon and Respond to What you have Learned]

Wk 13  April 6 & 8
Workshop Second drafts of project narratives.
ACTIVITY Practice presentation
Thursday, April 9: Possible present at NMU Celebration of Student Works
DUE Cover Letters and Resumes – Upload by Sun, Apr 12 at 11:30 pm ET

Wk 14  April 13 & 15
Workshop Cover letters and Resumes
REVISIT Can you deliver the “GOODs”?
REVISIT Mid-west tribal communities and NDN acronyms.

Wk 15  April 20 & 22
Snow Day make up or Workshop Days for finishing touches of grant proposal narrative.

Wk 16  EXAM WEEK – CLASS TIME AND MEETING TBD
DUE: Submit polished grant proposal narrative with abstract and budget!
Upload by Sun, Apr 26 at 11:30 pm ET

“This is my brain on colonization.” – as found on Red Indian Girl’s blog
Expectations and Policies

Office Hours: Office hours are designed for YOU! This is your time to pick my brain outside of class conversation. Two things that are helpful to me prior to our meeting: 1) let me know if you need clarifications on readings ahead of time so I can skim through the text again (this is dense stuff!) and 2) keep your appointments to one hour or less per week so other students can take advantage of these times. If my listed office hours do not work for you, schedule an appointment with me ahead of time but please do not expect same day appointments. ZOOM works great for meetings.

Attendance: If you miss class, it is your responsibility to arrange to have one of your peers take notes and explain notes. My office hours are to comb through tough reading materials and review your notes, not to re-do the class session.

Shopping/Dropping: I’ve done it, we all do it. If you know you must drop, let me know. No hard feelings.

Release of Previous Assumptions and Self-Care: You come to this class with your life experience and your cultural context. All of us live within a distinct context unique to our lived experience. Think about what this might mean as it relates to this course. Has your cultural context ever been threatened? Have you ever felt threatened or marginalized because of what you believe in? Self-care can be vital when discussing certain topics within NAS, but I cannot read minds. We can talk about our need for self-care/collective care during the semester if needed.

Teaching vs. Coaching: A coach stands in the dugout or on the sideline; she does not play the game. My goal as a teacher is to be your facilitator of learning. This means work on your part because YOU, in essence, are playing the game. You need to read. You need to write. You need to ask questions. What do I need to do as your coach? Help you to think critically. Help foster curiosity. Make myself available for questions. Provide you with timely and constructive feedback. Be supportive of you and your efforts to be a contributing citizen, scholar and lifelong learner.

What did I get myself into? If you are having a tough time with the material, let me know as early as possible. I am willing to work with you, but I cannot read your mind. You must communicate with me. See Office hours note! 😊

High School Education vs. College Education: In high school you were prompted to know the correct answers. In college, you are also prompted to think of the questions. In Native American Studies, the answers and the questions may be open ended. This requires you to read/view the subject matter differently, more analytically.

Value of this class: Critically think about how this subject could bring value to your academic and professional pursuits. Regardless of your career choices -- having respect for others, their beliefs as well as respect for the environment are all excellent traits to be an exemplary global citizen.

Class Etiquette: Communicate with m’naademdamowin = respect. Respect those around you and think of any discussion at a professional level for you are a professional-in-training. Additionally, using your electronic devices for personal use during class time is disrespectful. Keep your phone on silent.

EduCat: This is our virtual classroom away from each other. Utilize the discussion board if you have a question concerning the class and/or content (other students might have the same question). Respect, respect, respect is key!

Assignments: Written assignments must be uploaded to EduCat in a Microsoft Word document. Assignments must be typed and double-spaced using Times New Roman at 12 point font. **Exceptions will be made for RFPs. No more than 1-inch margins. Do not tab or indent answers. Submission times on EduCat will be set for Eastern Time Zone. Please put your name on each attachment and SAVE AS a document with your last name.

My Response to Assignments: During Starfish weeks. I will provide you conference time to discuss “content” and “quality” of your assignments and work. I will also comment on “skill” of your writing, specifically because of the grant writing component.

Criticism: do not be fearful of criticism. I provide feedback (both positive and constructive) to assist you, not to place judgement on you. This feedback is designed to help you learn and grow. How you react to criticism is your challenge. I get it! It took me a while to figure out how to gracefully accept critical feedback.
Expectations and Policies

**Workshop Format:** You will workshop each other’s submissions of writing. A workshop is where you provide constructive criticism and positive feedback to your peers. These workshops should be considered an exercise in team-building, peer-review, and respectful collegial communication.

**NMU’s Writing Center** is a free service to NMU students. They will not do the work for you, but they will review your work and provide feedback. Be sure to inform them of the APA requirement. Information on tutoring could be accessed through their website at [www.nmu.edu/writingcenter](http://www.nmu.edu/writingcenter). Seriously underutilized!

**Citations and Grammar:** You are required to use APA (see link here). **Please do not use slang** (please, please, please) when composing writing assignments or corresponding with me and/or your peers. Do your best to embrace grammar skills within your academic writing and grant writing.

**Plagiarizing** is considered academic dishonesty. You may fail the assignment or even the class. Worse yet, you may be charged with academic dishonesty which is then put in your permanent academic file (yes, this file will follow you around say…to graduate school, law school, etc.). **Think ethically! Work ethically!** AND use the NMU Writing Center!

**Late Assignments:** Even though many of us suffer from it, procrastination does not lead to a good work ethic. A federal grant deadline always motivates me and so I build my calendar backwards from the deadline -- as the feds rarely, rarely, rarely provide extensions and early submissions are always encouraged.

**Working in groups:** Working on-line can be done successfully. You must make some of this happen on your own. However, assignments should never look eerily alike. Working together doesn’t mean copying and handing in the same assignment. See note on plagiarism.

**Technology:** Unfortunately, I cannot help you with technological problems; it is not my area of expertise. I work with others on campus to make the EduCat shell and ZOOM video work. Contact the NMU help desk *right away* if your EduCat is not working or if ZOOM is not working or if you are experiencing difficulties (906-227-2468). Make certain you have access to high-speed internet, serious broadband, and that your computer is working properly.

**Extra Credit:** Extra credit is not replacement credit. If you do not complete your assignments, you lose your right to earn any extra credit points. **You are limited to 30 points of earned extra credit.** I will post ideas for extra credit on EduCat.

**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 activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office at 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 located in 2001 Hedgcock Building (906-227-1700). 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:**
Miigwech for your service. 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 (906-227-1402). 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.

***

*K’chi miigwech for taking this course.*