

# NAS 204 | NATIVE AMERICAN EXPERIENCE

WINTER 2024 | 4 CREDITS

PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED

## Boozhoo! Welcome to NAS 204.

Miigwitch/thank you for choosing this course.

Tuesdays from 6:00 – 9:20 pm in Jamrich Hall 1311.

## How to Contact your Faculty

### → EMAIL IS BEST:

April - [alindala@nmu.edu](mailto:alindala@nmu.edu) or Roxy - [taldred@nmu.edu](mailto:taldred@nmu.edu)

**Help us help you. Subject line each message.**

**W24 NAS 204 YOUR LAST NAME**

## Office Hours for Students

April - **Wednesdays 10am-12pm**

Roxy - **Fridays 11am-2pm**

CNAS Website: [www.nmu.edu/nativeamericans](http://www.nmu.edu/nativeamericans)

## 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 what is currently known as 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 NMU 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.

## NAS 204 Level, Delivery, and Requirements Met

This is a 200-level, four-credit course with a decent amount of reading and discussion. NAS 204 meets General Education requirements and outcomes in the category of Social Responsibility in a Diverse World (SOCR). NAS 204 also meets the World Cultures graduation requirement

## Overview and Purposes of the Course

This class is an *introduction* to Native American history, culture, attitudes, and issues. Information on Native education, history, ideology, music, athletics, art, activists, literature, media, film, and politics will be examined

## Texts

**Books:** *Indigenous Peoples' History of the United States* | Dunbar-Ortiz | Beacon Press; Reprint edition (2015)  
*Voice on the Water* | Chaillier and Taverini | NMU Press (2011)  
Other readings and materials will be made available on EduCat or the Olson Library.

# NAS 204 | NATIVE AMERICAN EXPERIENCE

WINTER 2024 | 4 CREDITS

PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED

*By semester's end successful NAS 204 students will have and/or will be able to...*

## Meet NAS 204 Course Learning Outcomes

**LO1 - explain** the distinct status of Indian nations and their citizens,

**LO2 - distinguish/explain** the timeline of eras of the relationship between Indian nations and the U.S. federal government (as well as *some* from Canadian federal government),

**LO3 - describe how** Indian country has experienced disparity in a minimum of three of the listed areas *as well as explain how* Indian Country has addressed such challenges: culture, education, health and wellness, governance, spirituality/religion, law enforcement, environment/land relationships, *and/or* stereotyping/media representation,

**LO4 - analyze and discuss** *four examples* of Indigenous brilliance from categories below (*categories may overlap*): academic excellence (i.e. intellectual, philosophical, linguistic, etc.), creative arts and cultural expressions (i.e. painting, poetry, film, music, etc.), governance and leadership, activism and/or service to community and nation, traditional ecological knowledge and/or environmentalism, athletics and/or physical wellness, media, cinema arts, and journalism, (other categories need to be approved),

**LO5 - identify** three *living* role models from within Indian country and **explain** the impact of their work or accomplishments

## Meet Social Responsibility [SOCR] Outcomes & Critical Thinking (CT) Outcomes

socrO1 - **Demonstrates** knowledge of elements important to members of another culture

socrO2 - **Demonstrates** awareness of multiple cultural perspectives

socrO3 - **Engages** with cultures other than one's own

socrO4 - **Explains** ethical issues as they relate to cultures

ctO1 - **Assess** quality of information that may be integrated into an argument

ctO2 - **Integrate** insight and or reasoning with existing understanding to reach informed conclusions and/or understanding

ctO3 - **Evaluate** information, ideas, and activities according to established principles and guidelines

## Meet World Cultures [WC] Outcomes

wcO1 - **Articulate** the distinctive world view (e.g., values, norms and beliefs) of at least one culture that varies significantly from Anglo-American and Western European cultures;

wcO2 - **Articulate** achievements and contributions of other cultures in such areas as philosophy, ethical values, and religion.

## UNIT 1 | Corn

1.1 - **identify** and **explain** Ojibwe clan relations, the seven sacred laws of the Ojibwe and the animal associated with each law,

1.2 - **identify** and **explain** the three primary categories of Indian identity and **define** what is meant by Indian Country

1.3 - **describe** relationships and power dynamics between groups; Tribal nations, Europeans, and colonial settlers.

1.4 - **identify** and **explain** governance practices of at least two Tribal nations, and

1.5 - **make an argument** for a research project (the research proposal)

## UNIT 2 | Beans

2.1 - **identify** and **describe** two movements rooted in Indian Country and **explain** the origin stories of those movements,

2.2 - **explain** the cultural significance and status of Indigenous languages and **explain** what tribal nations are doing to revitalize language learning, *particularly* within the Great Lakes Region,

2.3 - **discuss** significance of Indigenous representation and cultural mirrors through varied mediums (art, media, film, journalism),

2.4 - **conduct** research (a minimum of four academically-sound) sources and **compose commentary** on the usefulness of the sources towards your research project (the annotated bibliography).

## Unit 3 | Squash

3.1 - **Explain** the significance of the field of NAS and how it intersects with tribal nations' beliefs and a relationship with the earth

3.2 - **Identify** and **explain** two health disparities found within current-day Indian country (US and Canada),

3.3a – **Present research** on an approved issue, a concept, policy or a theme within Native American Studies that aligns with and/or informs your academic/professional endeavors **OR**

3.3b – **Present research** on an approved Indigenous person, tribal nation, or cultural expression (film, musical selections, works of poetry) that may be of personal interests.

**NAS 204 | NATIVE AMERICAN EXPERIENCE**  
**WINTER 2024 | 4 CREDITS**  
**PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED**

**How will I be Assessed?**

- I. Complete three (3) unit quizzes.
- II. Complete a multi-step research project: proposal, annotated bibliography, and present a voice thread with a power point presentation. ← This will be shared with a small cohort of your peers.
- III. Actively participate in multiple group discussions in class regularly
- IV. Actively participate in online group discussions/one per unit.
- V. Extra credit is not replacement credit. You are limited to 30 points of extra credit.

Grading	Scale
Introduction Activity	20
Participation (40 pts*3 units)	120
Project Proposal	25
Project Annotated Bibliography	40
Project Voice Thread Present	90
<u>Quizzes (3 @ 35 pts)</u>	<u>105</u>
 TOTAL Points	 400

A	95-100%	380-400
A-	90-94%	360-379
B+	87-89%	348-359
B	84-86%	336-347
B-	80-83%	320-335
C+	77-79%	306-319
C	74-76%	296-305
C-	70-73%	280-295
D+	67-69%	268-279
D	64-66%	256-267
D-	60-63%	240-255

**Teaching & Learning**

**Faculty Participation:** Our office hours are for you; this is your time to pick our brains. If the listed times do not work, email us to make an appointment. If we need to adjust anything to improve your learning, tell us so we can address it. **We reserve the right** to change, add or delete materials until the end of week 9. Any changes week 10 or after will be in the students’ favor.

**EduCat:** This is our virtual space outside of class. If you are new to NMU or to EduCat, let us know ASAP. I am happy to take a few moments to explain some of the features of EduCat so you are not lost. Also, we will discuss how to create a Voice Thread presentation.

**Accommodations:** If you have a **documented disability**, please have the Disability Student Services Coordinator contact us so we can make the necessary arrangements.

**NAS 204 | NATIVE AMERICAN EXPERIENCE**  
**WINTER 2024 | 4 CREDITS**  
**PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED**

**THE Weekly Rundown. Use this like a check list.**

**UNIT 1 | Corn**

**Week 1**

- \_\_\_\_\_ Introductions | To each other *as well as* an introduction to NAS *and* to the class
- \_\_\_\_\_ FILM | Ojibwe seven sacred laws animated shorts.
- \_\_\_\_\_ STORY | A story with about one of our relations (Aldred)
- \_\_\_\_\_ PPT In Class | Indigenous Identity (Lindala)
- \_\_\_\_\_ **DUE before Friday at 10 pm ET. GROUP DISCUSS | Introduction Activity** [EduCat Forum](#)

**Week 2**

- \_\_\_\_\_ READ | *NV* Ch 3 - Indigenous Identity | Pgs. 28-36 (*do not start First Nations*) [PDF on EduCat](#)
- \_\_\_\_\_ READ | *NV* Community Wellness: Family, Health, and Education 238-242 [PDF on EduCat](#)
- \_\_\_\_\_ READ | ESSAY Franklin’s “Remarks Concerning...” [Link on EduCat](#)
- \_\_\_\_\_ DISCUSS In Class | Expectations of research and final project

**Week 3**

- \_\_\_\_\_ READ | *NV* Perceptions of America’s Native Democracies | Pgs 62-70 [PDF on EduCat](#)  
*Including John Mohawk’s Origins of Iroquois Political Thought*
- \_\_\_\_\_ READ | *IPH* Author’s Note, Introduction, and Ch 1 “Follow the Corn” [Required Text](#)
- \_\_\_\_\_ READ | *VW* Foreword, Preface, Map, *Where’s the Snow?* Pags 3-20 [Required Text](#)

**Week 4**

- \_\_\_\_\_ READ | *NV* Five Hundred Years of Injustice | Pgs 101-104 [PDF on EduCat](#)
- \_\_\_\_\_ READ | *NV* A History of Federal Indian Policy | Pgs 104-112 [PDF on EduCat](#)
- \_\_\_\_\_ READ | *IPH* Ch 2 & 3 “Culture of Conquest” and “Cult of the Covenant” [Required Text](#)
- \_\_\_\_\_ READ | *VW* Pages 21- 41 [Required Text](#)
- \_\_\_\_\_ **DUE before Friday at 10 pm ET. GROUP DISCUSS | Questions for Unit 1** [EduCat Forum](#)

**Week 5**

- \_\_\_\_\_ **Unit 1 QUIZ**
- \_\_\_\_\_ FILM | *Last of the Mohicans* (dir. Mann – 1992)
- \_\_\_\_\_ **DUE** Project Idea Proposed | Upload on EduCat by **Thursday of week 5 at 10 pm ET**

**NAS 204 | NATIVE AMERICAN EXPERIENCE**  
**WINTER 2024 | 4 CREDITS**  
**PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED**

**THE Weekly Rundown. Use this like a check list.**

**UNIT 2 | Beans**

**Week 6**

- \_\_\_\_\_ READ | *IPH* Ch 4 & 5 “Bloody Footprints” and “Birth of a Nation” [Required Text](#)
- \_\_\_\_\_ READ | ESSAY Fighting for our Sisters [PDF on EduCat](#)
- \_\_\_\_\_ READ | ESSAY MMIW and the Power of Student Activism [PDF on EduCat](#)
- \_\_\_\_\_ READ | *VW* Pages 42-58, and Pg 69, Pg 71, and Pgs. 72-75 [Required Text](#)

**Week 7**

- \_\_\_\_\_ READ | *IPH* Ch 6 “Last of the Mohicans and Andrew Jackson’s White Republic” [Required Text](#)
- \_\_\_\_\_ READ | ESSAY by K. Reifenberg [Starlight Tours] Pgs 13-30 [PDF on EduCat](#)
- \_\_\_\_\_ READ | Three poems by S. Kim [Starlight Tours] [PDF on EduCat](#)
- \_\_\_\_\_ READ | *VW* Pages 76-87 and 98-107 [Required Text](#)
- \_\_\_\_\_ FILM In Class | *Nipavistamâsovin: We Will Stand Up* (dir. Hubbard, 2018) [Need to request](#)

**Week 8 | Have a safe and enjoyable winter recess.**

**Week 9**

- \_\_\_\_\_ READ | *IPH* Ch 7 and 8 “Sea to Shining Sea” and “Indian Country” [Required Text](#)
- \_\_\_\_\_ READ | *NV* Media and the Arts | pgs. 200-204 [PDF on EduCat](#)
- \_\_\_\_\_ READ | *NV* But Is it American Indian Art? | Pgs. 208-215 [PDF on EduCat](#)
- \_\_\_\_\_ VIEW in Class | *This was the Time* and *Now is the Time* [Links on EduCat](#)
- \_\_\_\_\_ READ | *VW* See and review the art/color pages (don’t forget the ones at the very end) [Required Text](#)
- \_\_\_\_\_ **DUE before Friday at 10 pm ET. GROUP DISCUSS** | Questions for Unit 2 [EduCat Forum](#)

**Week 10**

- \_\_\_\_\_ **DUE** | Annotated Bibliography | Upload by **Monday of Week 10 by 10 pm ET.** [Assign on EduCat](#)
- \_\_\_\_\_ **Unit 2 QUIZ**
- \_\_\_\_\_ FILM in Class | *Rumble: Indians Who Rocked the World* [Olson Library](#)

**NAS 204 | NATIVE AMERICAN EXPERIENCE**  
**WINTER 2024 | 4 CREDITS**  
**PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED**

**Unit 3 | Squash**

**Week 11**

_____	READ   <i>IPH</i> Ch 9 and 10 “US Triumphalism” and “Ghost Dance Prophecy”	<a href="#">Required Text</a>
_____	READ   <i>NV</i> Coerced Sterilization   Pgs. 169-178	<a href="#">PDF on EduCat</a>
_____	TBD   Native Americans and Health	<a href="#">TBD</a>
_____	READ   <i>VW</i> Pages 134, 135-144, 152-156	<a href="#">Required Text</a>

---

**Week 12**

_____	READ   <i>IPH</i> Ch 11 “Doctrine of Discovery”	<a href="#">Required Text</a>
_____	READ   <i>NV</i> Alone on the Hilltop   Pgs. 310-312	<a href="#">PDF on EduCat</a>
_____	READ   <i>NV</i> My World is a Gift of My Teachers   Pgs. 313-316	<a href="#">PDF on EduCat</a>
_____	READ   <i>VW</i> Pages 161-169, 185, 192-193, 196-205	<a href="#">Required Text</a>
_____	FILM In Class   <i>Angry Inuk</i> (dir. Arnaquq-Baril, 2016)	<a href="#">Need to request</a>

---

**Week 13**

_____	READ   <i>IPH</i> Conclusion “The Future of the United States”	<a href="#">Required Text</a>
_____	READ   <i>NV</i> Directions in People’s Movements   Pgs. 463-468	<a href="#">PDF on EduCat</a>
_____	READ   ESSAY Idle No More: Enough is Enough!	<a href="#">PDF on EduCat</a>
_____	READ   <i>VW</i> Pages 206-219, 222-227	<a href="#">Required Text</a>
_____	FILM   <i>This is the Way We Rise</i> (dir. Lacy)	<a href="#">Link on EduCat</a>
_____	<b>DUE</b>   Upload your final project voice thread presentation by <b>Thursday of week 13 at 10 pm ET</b>	

---

**Week 14**

_____	READ   <i>NV</i> Visions in Geneva: The Dream of the Earth   Pgs. 476-479	<a href="#">PDF on EduCat</a>
_____	READ   <i>NV</i> Call to Consciousness   Pgs. 489-491	<a href="#">PDF on EduCat</a>
_____	<b>DUE</b>   Comment on <i>at least</i> two peers research project presentation by <b>Friday of week 14 at 10 pm ET</b> .	

---

**Week 15**

_____	<b>DUE</b>   Upload any extra credit by <b>Thursday of week 15 at 10 pm ET</b> .	
_____	WIGGLE ROOM   Attend to any materials or readings not yet covered	<a href="#">PDF on EduCat</a>
_____	<b>DUE before Friday at 10 pm ET</b> . GROUP DISCUSS   Questions for Unit 3	<a href="#">EduCat Forum</a>

---

**EXAM week** | *In case of inclement weather during scheduled exam time, the quiz will be offered online.*

\_\_\_\_\_ **Unit 3 QUIZ**



# NAS 204 | NATIVE AMERICAN EXPERIENCE

WINTER 2024 | 4 CREDITS

PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED

## Expectations and Policies [Lindala]

**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 research. You need to write. You need to communicate with your classmates. You need to take the quizzes. **What do I need to do as your coach?** Help you to better understand the content. Help you to think critically. Help foster curiosity. Make myself available for questions. In the big picture, *my goal is to help foster a love of learning* regardless of the subject matter.

**High School Education vs. College Education:** In high school you may have been prompted to know the correct answers. In college, you must also think of questions, the details as well as the big picture. You will also be required to discuss topics (consider the book club format). This requires you to read the subject matter differently, more carefully and analytically. Take notes when you read. I will sometimes (not always) provide questions ahead of time to consider as you read.

**Ethics in the Face of AI:** University faculty have been discussing the pros and cons of artificial intelligence (AI) in relation to student work and cheating. In short, if you choose to submit something that is not your own original work and I cannot distinguish the difference... well, I guess that is on you. Perhaps you will not get caught. Is this type of cheating a form of resistance or is this merely hustling to get the grade you want instead of the grade you have earned? Yes, I know expectations of good grades can be stressful. What are the alternatives, no assignments? How would I assess your learning? How would I demonstrate your learning to others outside of the class (Yes, I'm required to report on this.) *I'm always thinking about how to address this.*

**Class Etiquette:** Course content may fly in the face of what you have learned previous to this class. Some of this content has simply been erased from history curriculum. Since some of our conversations will be complex, it is important to do your best (as I will) to communicate in a respectful fashion. Communicate with **m'naademdamowin** (Ojibwe for *respect*).

**Your Peers Are Your Network:** I strongly suggest getting to know each other. **If you miss class I expect you to obtain notes from your peers.** We will employ a flipped classroom approach so you will often find yourself meeting in small groups.

**Working in groups:** This is a valuable lesson for all students because in the workforce you have to work in groups all of the time. And yes, I've worked with people I've never met face-to-face. Working on-line can be done successfully. You can make some of this happen on your own.

**The Gradebook:** Straight up, the EduCat gradebook and I do not get along. It might be easy for some professors to use, but I have for decades relied on Microsoft Excel. I am happy to share your points and progress following weeks 5, 10, and 15.

**Assignments:** Due dates are clearly listed on the syllabus as well as EduCat. Please submit written work in **Microsoft Word** or **PDF** using **Times New Roman** at **12-point font**. Double space. Double space. Double space. Always put your last name when you “SAVE AS” and then ALSO remember your name within the document. **REQUIRED – page numbers** at the bottom of each page or slide.

**What did I get myself into?** If you are having a tough time with the material or my class approach, let me know as early as possible. I am very willing to work with you -- but you need to let me know.

# NAS 204 | NATIVE AMERICAN EXPERIENCE

WINTER 2024 | 4 CREDITS

PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED

## Expectations and Policies [Lindala]

### Inclement Weather

If NMU is closed, there is NO CLASS MEETING. Use the time to get some rest.

**My Response to Participation & Assignments:** I will do my best to review and comment on your work within seven working days. I provide comments regarding the **content** and **skill** of written work. I am more interested in **quality of content** and if you are **making connections to listed outcomes**.

**Critiques:** I am here to *help* you grow in knowledge! Again, consider me a coach. **Embrace university as the arena for making mistakes** before going to the professional league. How you *react* to my critique may be a challenge; it took me a long time to figure out how to gracefully accept criticism.

**Late Assignments:** If a written assignment is late, there will be a loss of *five points a day*. **I hate math**. Please hand in things on time. Should an emergency arise (I hope not!) communicate with me ONLY via email to inform me if it appears something will prevent you from completing your written assignment on time.

**Ghosting Assignments:** This is a growing phenomenon I have noticed since COVID. Some students simply do not do the work. To add to my confusion, students choose to not talk to me. While I try to be flexible and respond to student needs, **I cannot** chase after students who are missing assignments.

**ON-LINE Assistance:** Unfortunately, I cannot help you with technological problems. Make certain you have access to high speed internet. Make sure your computer is working properly. Contact the NMU help desk \*right away\* if your EduCat is not working or if you are experiencing difficulties (906-227-2468).

**APA STYLE:** Please use **APA in-text citation** and **references** for unit response assignments. **Do not, do not, do not** include a cover page for your written assignments.

**Plagiarizing** is considered academic dishonesty. Yikes! 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 to law school/grad school etc.).

**NMU's Writing Center FREE!** It takes time to improve one's writing skills, and very often, talking to another person who is interested in and good at writing could help one generate ideas, notice errors, or even enjoy writing more. The Writing Center offers **free online tutoring**; tutors will help you with anything concerning writing, such as understanding assignments, organizing ideas, or learning grammatical rules. Make an appointment with a tutor at <https://www.nmu.edu/writingcenter/home-page>.

**Value of this class:** Are you taking this class because it meets requirements? That's okay. How might this subject bring value to your education, to your career? Regardless of your career choices – there are countless communities on this earth that embrace differing ways of learning and teaching. Having an appreciation and respect for different beliefs and practices are valuable tools for leadership and understanding.



## NAS 204 | NATIVE AMERICAN EXPERIENCE

WINTER 2024 | 4 CREDITS

PROFESSOR APRIL LINDALA & INSTRUCTOR TANYA “ROXY” ALDRED

### Expectations and Policies [Lindala]

**Release of Previous assumptions:** You come to this class with your life experience and your cultural context. All of us have a different life experience. All of us live within a cultural context unique to our own life and cultural 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? Allow yourself to stand and walk in another’s shoes...it may help you become a more empathetic and compassionate global citizen.

**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 programs and activities.

**ADA Statement:** If you have a need for disability-related accommodations or services, inform the Coordinators of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (906-227-1737 or [disability@nmu.edu](mailto:disability@nmu.edu)). 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.

**NMU Official Statement on absences during the pandemic:** If you are experiencing COVID-19 symptoms, do not attend class. Communicate with me via email to say you are not feeling well and will be absent. Stay home, avoid contact with others as much as possible, and contact your healthcare provider for next steps. **Instructors are not required to provide remote class sessions for absent students.**

**Veterans Services:** Miigwitch/Thank you 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).

### **Religious and Spiritual Observance [Established in Fall 2022]**

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. In the event a student’s religious and/or spiritual obligations conflict with the course as outlined in this syllabus (or differing versions due to unanticipated events), I will help students avoid negative academic consequence no differently than if the student had a personal concern such as a health matter. Students are not exempt from meeting course requirements or completing assignments in a timely manner as determined by this instructor.

### **Okanagan Charter [NEW in Fall 2023]**

In winter 2023, NMU adopted the Okanagan Charter, an international charter for health promoting colleges and universities. The Okanagan Charter has two calls to action: embed health into all aspects of campus culture and lead health promotion action and collaboration. For campus resources dedicated to wellness, keep this website bookmarked. [nmu.edu/wellbeing/](http://nmu.edu/wellbeing/).