

NAS 414/NAS 595 First Nations Women
Professor April E. Lindala | Winter 2024 | 4 credits

Boozhoo! Welcome to NAS 414/NAS 595.

Miigwech/thank you for choosing this course.
We will meet Tuesdays and Thursdays
9:00 – 10:40 am in Harden Hall Rm-B *or* Zoom
(must be registered for online to receive the link).
Zoom students – *please* use headphones.

How to Contact the Professor

➔ **EMAIL IS BEST:** alindala@nmu.edu

Help me help you. Subject line each message.

W24 NAS 414 YOUR LAST NAME



Abenaki filmmaker Alanis Obomsawin (Scott Stevens/NFIB)

Office Hours: Wed 10:00am to noon | *Or schedule an appointment.*

Phone/Text: 906-869-3994 Always identify yourself (*and please do not share*)

PLEASE No phone contact between 8:30 pm – 8:30 am ET.

CNAS Website: 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 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 G’chi-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.

NAS 414 Course Description

You will learn of the complexity and diversity of women’s roles within First Nations families and nations from multiple lenses (historical, contemporary, political, activist, etc.). You will also examine the threats to First Nations women (historically and in the current day). You will become acquainted with notable Native women of today and how these women negotiate identity, maintain spiritual health and resilience, and promote the survival of their nations by keeping traditions alive.

This advanced course may challenge your understanding of the notions of gender and the culture of power, and how these notions may be shaped by a distinct tribal nation’s cosmology. This course meets at the intersection of Indigenous and gender-informed modes of thinking and ways of being. Conversations exploring the ways that First Nations ontologies are distinct will be central to our discussion.

Three themes that I will ask all of us to keep in our pockets; remembrance (*know the history*), reconciliation (*know thyself and forgiveness*), and resurgence (*know how to keep culture alive for the future*).

Learning Outcomes Associated with NAS 414

This is a 400-level or 500-level, four-credit course with a significant amount of agindaasowin/reading (some of it dense), bizindemowin/listening, nanaagadawendamowin/considering, and oshibii'igewin/writing. Below are the course learning outcomes. In addition to being an elective in Native American Studies, this course also applies as an elective to the Gender and Sexuality Studies minor.

Course Learning Outcomes - *successful students will be able to (or will have) accomplish(ed) ...*

- LO1 - **discuss** philosophies, responsibilities, cultural teachings, historical contexts, and lived experiences of Indigenous women distinct to individuals and tribal nations,
- LO2 - **identify** three Indigenous female role models who exemplify Indigenous brilliance and **explain** in what ways they have contributed to their nation or community,
- LO3 - **identify** and **explain** at least four challenges and threats that Indigenous women have faced historically or face in current-day society
- LO4 - **research** and **present** on an approved topic or theme distinctly related to Indigenous women in a current-day context.
- LO5 - **GRAD:** lead and facilitate conversations pertaining to First Nations women.

What do I need to succeed in this course?

Patience, a compassionate heart and mind, and a willingness to be a ferocious reader and an active participant.

REQUIRED TEXTS

Anderson, Kim. (2011). *Life stages and Native women: Memory, teachings, and story medicine*. University of Manitoba Press.

Child, Brenda. (2012). *Holding our world together: Ojibwe women and the survival of community*. Penguin Books.

Rodriguez, Jeanette and Iakoiane Wakerabkats:teh. (2017) *A clan mother's call: Reconstructing Haudenosaunee cultural memory*. SUNY Press.

Simpson, Leanne Betasamosake. (2017) *As we have always done: Indigenous freedom through radical resistance*. University of Minnesota Press.

Trask, Haunani-Kay. (1999) *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*. University of Hawai'i Press.

Wilson-Raybould, Jody. (2022). *True reconciliation: How to be a force for change*. McClelland and Stewart.

Selected readings from *Making Space for Indigenous Feminism* 2nd edition will be as PDFs on EduCat. **Other Materials** (films, voice threads, PDFs, links, etc.) will be shared during class time or available via EduCat.

Biiskabiyang as explained by Betasamosake in *As we have always done* (2017, pg. 17).

The process of returning to ourselves, a reengagement with the things we have left behind, a reemergence, an unfolding from the inside out. This is a concept, an individual and collective process of decolonization and resurgence.

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How will I earn points and how will they add up?

- *Amount* of participation and *quality* of participation in class discussions (in class AND online).
- Complete written responses answering multiple question sets.
- Complete a research paper/presentation.
- **GRADS – see below requirements.**

NAS 414 Grading

Introduction Activity	20
Active Participation (3 @ 45 pts per unit)	135
Unit Responses (3 @ 65 pts each)	195
Research Project Proposal	25
Research Project Annotated Bibliography	60
Research Project Paper	90
Research Project Voice Thread Presentation	50
TOTAL Points	500

NAS 414 Scale

A	95-100%	475-500
A-	90-94%	450-474
B+	87-89%	435-449
B	84-86%	420-434
B-	80-83%	400-419
C+	77-79%	385-399
C	74-76%	370-384
C-	70-73%	350-369
D+	67-69%	335-349
D	64-66%	320-334
D-	60-63%	300-319

GRADS | NAS 595 Grading scale is worth 600 points.

In addition to the above 414 items, you will be asked to lead a class discussion (65 points) on a significance section of the assigned readings as well as facilitate one of the unit discussions online (35 points).

Teaching & Learning

My Participation: Know that I am invested in your success. My office hours are for you. *These office hours are your time to pick my brain.* **MOST Wednesdays 10:00am-noon.** Feel free to make an appointment with me if this time frame does not work. Zoom meetings work well.

If you feel I need to adjust anything to improve your learning, *let me know early* so I can address it. Thank you for your flexibility as we *all* negotiate the changed reality of the pandemic. I reserve the right to change, add or delete materials until the end of week 9.

Your Participation: Because I employ a flipped classroom approach, it is vital that you engage as an active member of our learning community. Your engagement will help *all of us* learn together. I ALSO suggest you help each other out *outside* of our class meeting times.

One more thing I would suggest; get to know your librarian liaison. Librarians are academic treasure hunters and they can help you with your searching journey while you are at university.

Technology from My Perspective: Teaching on-line is *not* my preferred way to convey the complex and multi-faceted themes found within the discipline of Native American studies. However, there are times when online platforms such as EduCat is helpful.

Your Responsibility when you are absent: In the first few class sessions, get to know your classmates. If you are absent, I will not provide you with detailed notes. I will, however, *attempt* to leave an outline of what we discussed on EduCat following each class. Recordings of this course will also be available.

Struggling to start a conversation with your peers? Here are some suggestions...

How to strike up conversation ... (some suggestions)

- "What strikes me most about this section of the text is..."
- "The question that I'd most like to ask the author of the text is..."
- "The most crucial point from this week's film was..."

RESOURCES | WHAT ELSE IS OUT THERE?

Anderson, Kim, Campbell, Marie, and Christi Belcourt. (2018) *Keetsabnak/ Our missing and murdered Indigenous sisters*. Edmonton, Alberta: The University of Alberta Press. [\[available on-line at Olson Library\]](#)

Cobb, Amanda. (2006) "Powerful medicine: The rhetoric of Comanche activist LaDonna Harris" *Studies in American Indian Literature*. Winter · Vol. 18. No. 4. pp. 63-85

Lavell-Harvard, Dawn M. (2016) *Forever loved: Exposing the hidden crisis of missing and murdered Indigenous women and girls in Canada*. Demeter Press: Bradford. [\[available on-line at Olson Library\]](#)

Lavell-Harvard, Dawn M. (2014) *Mothers of the nations: Indigenous mothering as global resistance, reclaiming, and recovery*. Bradford, Ontario: Demeter Press. [\[available on-line at Olson Library\]](#)

Kaiser-Derrick, Elspeth (2019) *Implicating the system: Judicial discourses in the sentencing of Indigenous women*. Winnipeg, Manitoba: University of Manitoba Press. [\[available on-line at Olson Library\]](#)

Kermoal, Nathalie and Isabel Altamirano-Jiménez (2016). *Living on the land: Indigenous women's understanding of place*. Athabasca University Press: Edmonton. [\[available on-line at Olson Library\]](#)

Lawrence, Bonita, and Anderson, Kim. (2003) *Strong women stories: Native vision and community survival*. Sumach Press

Lobo, Susan. (2003) "Urban Clan Mothers" *American Indian Quarterly*. Volume 27. Summer & Fall Nos. 3 & 4

Ortega, Mariana. (2006) "Being lovingly, knowingly ignorant: White feminism and women of color." *Hypatia* Vol. 21, no. 3 (Summer)

Picq, Manuela Lavinias (2018) *Vernacular sovereignties: Indigenous women challenging world politics*. University of Arizona Press: Tucson. [\[available on-line at Olson Library\]](#)

Poupart, Lisa. (2003) "The Familiar Face of Genocide: Internalized Oppression Among American Indians." *Hypatia*. Volume 18, no. 2 © Spring 2003

Roesch Wagner, Sally. (2001) *Sisters in spirit: Haudenosaunee (Iroquois) influence on early American feminists*. Native Voices Publishing: Summertown, Tennessee.

Stephen, Lynn and Shannon Speed. (2021) *Indigenous Women and violence: Feminist activist research in heightened states of injustice*. University of Arizona Press: Tucson. [\[available on-line at Olson Library\]](#)

Williams, Carol, Ed. (2012) *Indigenous women and work: From labor to activism*. University of Illinois Press: Urbana, Chicago, and Springfield. [\[available on-line at Olson Library\]](#)

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Weekly Rundown - I reserve the right to make changes until the end of week 9.

UNIT 1 Corn

Week 1

- ___ Review Introductions, Syllabus, Learning Outcomes, and Expectations
 - ___ Discuss In Class Thur | *Life Stages Native Women (LSNW)* Foreword, Intro, Ch 1 “Weaving”
 - ___ **DUE** **B4 Friday of Wk 1 at 10 pm** Part I of Introduction Activity [\[vt\]](#)
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Week 2

- ___ Discuss In Class Tue | *LSNW* Ch 2, Ch 3 “People and places” and “Life Stories”
 - ___ **DUE** **B4 Tue. of Wk 2 at 10 pm** Part II of Introduction Activity [\[vt\]](#)
 - ___ Discuss In Class Thur | *LSNW* Ch 4, Ch 5 “Good Life” and “Adult Years”
-

Week 3

- ___ Discuss In Class Tue | *LSNW* Ch 6 and Conclusion | Transition text *Clan Mothers (CM)* Intro
 - ___ Discuss In Class Tue | Green “Taking Into Account...” *Making Space for Indigenous Feminism* [\[pdf\]](#)
 - ___ Discuss In Class Thur | *CM*, Ch 1 and 2, “Context” and “Sky Woman”
-

Week 4

- ___ Discuss Discuss Tue | *CM* Ch 3 and 4, “Clans” and “Crossover”
 - ___ **DUE** **B4 Wednesday at 10 pm ET** Research Proposal & Question [\[Upload on EduCat\]](#)
 - ___ Discuss In Class Thur | *CM* Ch 5 “Indigenous Strategies” and Conclusion
 - ___ **DUE** **B4 Friday at 10 pm ET** | Online GROUP DISCUSSION | *Material so far for Unit 1*
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Week 5

- ___ Discuss Discuss Tue | *As We Have Always Done (AWAD)* Introduction, Ch 1 and 2
- ___ **DUE** **B4 Wednesday at 10 pm ET** Unit 1 Reflect, Research, Response [\[Upload on EduCat\]](#)
- ___ VIEW In Class Thur | Film: *Club Native*

UNIT 2 Beans

Week 6

- ___ Discuss In Class Tue | *AWAD* Ch 3 “Attempted Dispossession...”
- ___ Discuss In Class Tue | *Holding our world together (HWT)* Introduction, and Ch 1
- ___ Discuss In Class Tue | *AWAD* Ch 4 “Nishnaabeg Internationalism”
- ___ Discuss In Class Thur | *HWT* Ch 2 and 3 “Madeline Island” and “Reservation”
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Week 7

- ___ Discuss In Class Tue | *AWAD* Ch 5 “Nishnaabeg Anticapitalism”
- ___ Discuss In Class Tue | *HWT* Ch 4 and 5 “Nett Lake” and “Mt. Pleasant”
- ___ **DUE** **B4 Wednesday at 10 pm ET** Annotated Bibliography [\[Upload on EduCat\]](#)
- ___ Discuss In Class Thur | *HWT* Ch 6 “Minneapolis”
-

Week 8 Winter Recess – Be safe out there!

Week 9

- ___ Discuss In Class Tue | *Native Daughter (ND)* Introduction and Part I
- ___ Discuss In Class Tue | Eberts “Being an Indigenous Women” *Making Space...* [\[pdf\]](#)
- ___ Discuss In Class Thur | *ND* Part II
-

Week 10

- ___ Discuss In Class Tue | *ND* Part III and IV and Appendixes
- No Class Thursday | UNITED Conference**
- ___ **DUE** **B4 Friday at 10 pm ET** | ONLINE GROUP DISCUSSION | *Material so far for Unit 2*
-

Week 11

- ___ Discuss In Class Tue | Empowerment, Revolution, and Real Change *Making Space...* [\[pdf\]](#)
- ___ Discuss In Class Tue | Bourgeois “Perpetual State of Violence” *Making Space...* [\[pdf\]](#)
- ___ **DUE** **B4 Wednesday at 10 pm ET** Unit 2 Reflect, Research, Response [\[Upload on EduCat\]](#)
- No Class Thursday | Work on your research paper**

Unit 3 Squash

Week 12

- ___ Discuss In Class Tue | *AWAD*, Ch 6 “Endlessly Creating...” and Ch 7 “Sovereignty ...Bodies”
- ___ Discuss In Class Tue | *True Reconciliation (TR)* “Introduction” and Part I “Learn”
- ___ Discuss In Class Thur | *TR* Part II “Understand”
-

Week 13

- ___ Discuss In Class Tue | *AWAD*, Ch 8 & Ch 9 “Indigenous Queer Normativity” and “Land as...”
- ___ Discuss In Class Tue | *TR* Part III “Act”
- ___ Discuss In Class Thur | *AWAD*, Ch 10 “Reciprocal recognition”
-

Week 14

- ___ Discuss In Class Tue | *AWAD*, Ch 11 “Embodied Resurgent Practice...”
- ___ **DUE** Final Paper and Presentation **B4 Wednesday at 10 pm ET** [\[Upload on VT\]](#)
- No Class Thursday | Celebration of Student Works**
- ___ **DUE** **B4 Friday at 10 pm ET** | Online GROUP DISCUSSION | *Material so far for Unit 4*
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Week 15

- ___ Discuss In Class Tue | *AWAD*, Ch 12 “Constellations...” and Conclusion
- ___ **DUE** Comment on two other presentations **B4 Wednesday at 10 pm ET** [\[VT\]](#)
- ___ DUE Online course evaluation forms. *Thank you in advance for including thorough comments.*
- ___ Discuss In Class Thur | Wiggle Room
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Week 16

- ___ **DUE** Unit 3 Reflect, Research, Respond. **B4 Mon at 10 pm ET** [\[Upload on EduCat\]](#)
- ___ DUE Submit extra credit **B4 Monday at 10 pm ET** [\[Upload on EduCat\]](#)

Expectations and Policies

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 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. I hope I can achieve this.

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? What are the alternatives, no assignments? No grades? Self-grading?

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*).

Rely on Your Peers: I strongly suggest aligning with your peers at the beginning of the semester. I do hold office hours but if you miss class it is best to rely on your peers to catch up on notes and announcements. Relying on your peers also helps you build networks and teams. This is a secondary plus to working together in a flipped classroom as you will often be discussing 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 (especially with Voice Threads).

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.

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 week 5, week 10, and week 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. Always put your last name when you "SAVE AS" and then ALSO remember your name within the document. REQUIRED – page numbers at the bottom and the word count at the beginning of *each* answer.

Inclement Weather

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

Expectations and Policies

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 an assignment is late, there will be a loss of *five points a day*. 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 assignment on time. Use the rundown like a checklist.

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).

Extra Credit: **Extra credit is not replacement credit.** If you do not complete the listed assignments, you lose your right to earn extra credit points. Most extra credit options will be worth between 10 to 15 points. *You are limited to 30 points of earned extra credit.*

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 global leadership and understanding.

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? Only you know the answer to this. Allow yourself to stand and walk in another's shoes for a minute...it may help you become a more empathetic and compassionate global citizen.

NMU Policies and Information

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, please inform the Coordinators of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1737 or 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/