

Education/Salish Kootenai College

Introduction to Indian Education

Winter Quarter 2017 Syllabus

Instructor Information

Instructor: Jessica N. Johnson
Office: Ronan High School/SKC
Telephone: 406-210-0374
E-mail: jessica_johnson@skc.edu

Course Description

Introduction to Indian Education is intended to provide the pre-service or in-service educator with information, insights, instructional methods, and professional perspectives on the education of the American Indian student in elementary, middle, and high school grades (K-12). The course offers background knowledge and realistic strategies for meeting the unique needs of Native learners. EDUC sets forth tools and strategies for educators to meet the mandated standards set forth by MCA 20-1-501 (Indian Education for All).

Textbook & Course Materials

Required Materials

- Composition book
- Binder/folder for extra materials
- No required text

Recommended Texts & Other Readings

- Various texts will be utilized within this course and made available through hard-copy and/or Google Classroom.

Course Requirements

- Internet Access
- Google Classroom

Course Structure/Outline

Course will be delivered through lecture, discussion, activity, and project-based learning

Week	Dates	Topic(s)
1	January 10 & 13	Course Overview/ Self-Reflection & Personal Biases/History of Indian Education & Federal Policy/ Challenges/Montana and IEFA/Legal Framework for IEFA/Resources
2	January 17 & 19	Essential Understanding 1: There is great diversity among the twelve tribal nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.
3	January 24 & 26	Essential Understanding 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.
4	January 31 & February 2	Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories pre-date the “discovery” of North America.
5	February 7 & 9	Essential Understanding 4 Reservations are lands that have been reserved by the tribes for their own use through treaties, statutes, and executive orders and were not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. Both parties to treaties were sovereign powers. II. Indian tribes had some form of transferable title to the

		land. III. Acquisition of Indian lands was solely a government matter not to be left to individual colonists.
6	February 14 & 16	<p>Essential Understanding 5: There were many federal policies put into place throughout American history that have affected Indian people and still shape who they are today. Many of these policies conflicted with one another. Much of Indian history can be related through several major federal policy periods:</p> <p>Colonization/Colonial Period 1492 – 1800s</p> <p>Treaty Period 1789 - 1871</p> <p>Assimilation Period - Allotment and Boarding School 1879 - 1934</p> <p>Tribal Reorganization Period 1934 - 1958</p> <p>Termination and Relocation Period 1953 - 1971</p> <p>Self-determination Period 1968 – Present</p>
7	February 21 & 23	Essential Understanding 6: History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.
8	February 28 & March 2	Essential Understanding 7: Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.
9	March 7 & 9	Finalize collaborative project.
10	March 14 & 16	Final

Course Requirements

General Education courses emphasize an academic area, such as math, science or fine arts, and development of skills in the 4Cs's. This course is designated General Education course on "List E: Native American Studies (NAS)-Advanced" and emphasizes the competencies of Cultural Knowledge and Critical Thinking.

You will meet the objectives listed above through a combination of the following activities in this course:

- Attendance
 - This is a 200 level college course. The expectation is that students will attend every scheduled class. It is especially important to do so since the assignments for the following class often given out at the previous class. You will receive the full week's attendance points if you are ON TIME and stay in class. If you are more than 10 minutes late you will only receive partial points. If you miss 30 minutes or more, you will receive no points for attendance that day. NOTE: Four (4) late arrival days will equal one unexcused absence. Students who miss 3 classes will be referred to the SKC Retention Officer. Students who miss 4 classes will be asked to withdraw.
- Reading Responses
 - Complete the assigned readings and Reading Responses. Reading assignments will be given out during class, and responses will be due on the date of the next scheduled class. Prompts will vary in structure and expectations. Assignments (responses) must be turned in on time to earn full credit. Students can earn ½ credit up to one week after the due date. No points will be available after the "one-week" late period.
- Interactive Notebook
 - Each student will be expected to participate in creating an interactive notebook. Notebook expectations will be given and students will be graded upon completion of the assigned activity. This is meant to serve as a teaching-tool that can be applied to all content/grade levels.
- Collaborative IE 235 Project
 - Students will work individually and with partners in a collaborative project that will be connected to course content. Details regarding the requirements and assessment of this assignment will be provided

by the instructor. A reflective essay of this will be assigned, presented, and turned in near the end of the course.

- Final Exam
 - Cumulative exam.

Grading

An Incomplete grade (“I”) is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.

Activity	Points	Description
Attendance	100	10 pts. /class available. 5 pts. /class if 10 minutes late. No point's available if late by 30 minutes or more.
Reading Responses	100	(10 pts. each) Submitted weekly.
Interactive Notebook	100	(10 pts. Each) Submitted weekly
Collaborative IE 235 Project	100	Collaborative individual and group project.
Final Exam	100	Objectively scored exam.
Total Possible Points	500	

Grades will be assigned reflecting the total points earned by the student:

450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

Late Work Policy

Course Policies

