Course Overview: This course will examine past and present practices and polices as they relate to Alaska Native and Native American educational systems. The premise for these practices and polices is dramatically different than that of the "mainstream American educational system." The course will examine the cultural, social, economic, personal and political factors that have contributed and that have continued to influence these differences as they apply to Alaska Native and Native American education. The readings, class discussions and guest speakers are intended to provide students with background information as it relates to Native American education. *Students registered in the ED 606 section will have variations in their assignments.

Student Learning Outcomes Include:

- Exploration of historical information related to early Alaskan educational systems
- Working knowledge of federally run boarding schools and the impact on Native education
- Examination of resources that relate to oral histories, library & museum references
- Skills in conducting research related to Alaska Native education specifically
- Comprehensive data regarding timelines, dates, key individuals & location in AK education
- Recognition of the roles of Alaskan rural educators play today and in the past
- Evaluation of the challenges in contemporary AK Native education
- Information necessary to discuss in a thoughtful & constructive manner contemporary issues of Alaska Native education
- Examination of personal perspectives with those presented in the readings and course discussions related to the historical and current frameworks as they apply to Native education
- Discuss in a meaningful manner major terms, concepts and theories related to Native education
- An appreciation for the reciprocal relationship between Western educational perspectives and Native American educational perspectives
- Proficiency in articulating verbally and in written form key concepts.
- An understanding of the individual & collaborative learning skills necessary to be successful in an upper division course.
- Comprehended the main theoretical perspectives discussed in class and in required readings
- Assessed through exams, presentations, discussions, and written assignments.
**Course Objectives**

- Explore issues around education and how they are constructed across cultures and countries and to promote critical thinking as it relates to the issues.
- Review and evaluate various strategies educators have proposed or used in different development contexts.
- Develop the abilities to recognize the importance of Native education and development in shaping and organizing societal values.
- Analyze and interpret major forms of Native educational thought and expression in a global context.
- Acquaint students with key issues, questions and debates related to course topics.
- Increase awareness of the history and experience of Native education.
- Enhance individual & collaborative learning skills as evidenced through readings/discussions.

**Learning Strategies**

- Verbal instruction through lectures and class discussion
- Student presentations
- Reading and written assignments
- In-class experiential exercises

**Required Readings:** On-line materials will be utilized for readings in this course. They will include journal publications, papers, newspaper/magazine articles and reviews. A complete list of on-line publications will be distributed during the first week of class. In addition, each student will be responsible for selecting a text of their choosing to review that is directly related to the content of the course. To be discussed in detail. Students will be responsible for an overview of assigned on line readings.

> "Since education significantly impacts Indian communities and has exerted great influence among Indians from the very beginning of European contact, it is our duty to draw back from the incessant efforts to program educational opportunities and evaluate what we are doing and where we are going in this field...."  
> Vine Deloria, Jr.

**UAF Catalog Course Description:** School systems historically serving Native people, current efforts toward local control, and the cross-cultural nature of this education. (Prerequisite: ANTH 242 or permission of the instructor.) Cross-listed with ED 420 & stacked with ED 606. 3 credits. Fieldwork required. THIS REQUIREMENT IS ONLY FOR TEACHER EDUCATION MAJORS AND WILL BE DISCUSSED AT LENGTH WITH THOSE STUDENTS.

**Course Evaluation and Grading:** Grades will be determined as follows:

- Class attendance and participation: 100 pts.
- Mid-term exam: 50 pts.
- Final exam: 50 pts.
- Mini-Assignments: 40 pts.
- Journal: 30 pts.
- Review of educational resource: 20 pts.
There are 300 points available to you. Letter grades will be given as follows:

- **A=90-100% = 270 points or higher**
- **B=80-89% = 240-269 points**
- **C=70-79% = 210-239 points**
- **D=60-69% = 180-209 points**
- **F=<59% = <179 points**

**Attendance/participation (100 pts.):** Each student is expected to participate fully in classroom dialogue in a thoughtful and productive manner. Listening to audio playback does not substitute for missed classes but is required for missed classes. Please notify me in advance to anticipated absences. Excessive absences will result in a lower grade. On-time attendance is considered elemental.

**Mid-term exam (50 points):** There will be a mid-term exam. The exam will be reflective of the course material covered in the beginning of the session. It will include assessments of your critical thinking skills and reflections on course materials and discussions.

**Final research paper with in class presentation (50 pts.):** Due June 25. This is one of the major assignments for the course. Possible areas and themes of research as well as format of the paper will be discussed in class. The final paper should be 8-10 pages in length and is due by 5:00 on the due date. We will hold an individual meeting to discuss your paper. APA Style.

**“Mini” assignments (40 pts.):** Assignments related to in-class discussions, guest speakers and readings will be required throughout the course and will be discussed in detail. A list of mini-assignments & due dates can be found in this syllabus. Some mini-assignments posted on BB.

**Journal (30 points):** Students will record their reactions and understanding of the various writings/class discussions in journal format. Journal entries will be submitted electronically to the instructor on a regular basis. Three (3) journal entries (1-2 pages for each entry) will be required. Each question is worth 10 points. A schedule of due dates and questions is provided.

**Review of educational resource (20 points):** You are to select a resource that you are not familiar with and that you are not familiar with and that you have not utilized before. Include author(s), an overview of the resource and why you think it is important. What is the significance of this resource to any individual? Why did you select this resource? Other interesting and pertinent information about the resource. Information to be posted on Black Board. 2-3 pages minimum. Post on BB by June 16.

**Reading reviews (10 pts.):** In-class reading reviews will be required from online readings. Schedule will be provided in class. Review presentation format found in this syllabus. A written summary of the review will be required (1-2 pages) and posted on BB.
"The Indian educational enterprise is peculiarly in need of the kind of approach that is less concerned with a conventional school system and more with the understanding of human beings."  

William Byler

Journal Questions—Each entry should be a minimum of 1-2 pages in length. The word education, meaning to "lead forth" or to "draw out" includes both that which "comes in" to you as well as that which is "drawn out" from within you. Your journal should be designed to help account for the various levels of your learning and it is more than a step-by-step account for the various levels of your experiences that you have each day or the emotional responses to those encounters.

1. How does your own educational experience compare with experiences discussed in class? Due 6/1
2. What characteristics do you possess that would "fit" a village/rural teaching position? Due 6/9
3. What can educators do in AK schools to encourage and reinforce cultural importance? Due 6/23

"Mini" assignments (40 points): (All mini-assignments will be presented in class).

1. Student Autobiography—(5 points)-Please include the following information in your autobiography. Post on Black Board. This does not have to be submitted to me. Please answer all questions completely. Minimum -2-3 pages. Post on BB by May 26.
   - Name you would like to be called in this class
   - Where are you from? What location will you be calling from?
   - Do you have a personal mission statement? If so, what is it?
   - Your email address for this class.
   - Major & year in school
   - What did your educational experience consist of?
   - What was your parent's/grandparent's experience?
   - What is the history of education in your home community? (Brief description).
   - In your opinion, what are the most important issues today in education & why?
   - How do you define education?
   - Select one quote from the syllabus & tell us what it means to you.
   - Why did you choose education as a profession?

2. ABC's of Native Education—(5 points)-There is a long list of acronyms related to Alaska Native/American Indian education. Each student will present assigned definitions in class. Post on BB by May 28.

3. Two abstracts of articles related to Native educational issues in Alaska or the "lower 48"—(10 points). You will be responsible to find your own article. Consider the following sources: Alaskan newspaper, national newspaper, professional education magazine or journal, a popular magazine or the Internet. Post on BB Abstract #1-June 8 Abstract #2-June 11

Abstract—The abstract is intended to be a brief statement of about 125-150 words or less, that summarizes the purpose, action initiative (where applicable), participants, setting, methods and
results of the study, plus the researcher’s primary conclusions, recommendations, and reflections where given in the body of the report. The abstract is intended to be a very succinct statement.

4. **Current Issues (10 points)**—Students will be asked to research two (2) current issues related to Native and/or Indigenous education. 1-3 pages. **Post on BB by June 3 & 10.**

5. **Educational Experience Timeline (5 points)**—Each student will prepare and present a timeline of their own educational experience and with correlations to events in Alaska during the same time period. **Post on BB by June 4.**

6. **Getting Us Started...Getting Us Thinking Exercise (5 points):** Each student is responsible for finding interesting quotes, stories, poems, news tidbits, music (yes music) or general information as they relate to our course. The purpose of this exercise is to get us thinking about the many facets of the course topic at the beginning of each class. This information can be any length. The only requirements are that they are INTERESTING. **Schedule to be provided at the beginning of the semester. A schedule will be provided at the beginning of the course.**

**Course Calendar**—Assignments should be posted on BB by due date if required. **Getting Us Started Exercises will begin on June 1 for the duration of the course.**

**May**
- 25—Course Overview
- 26/27—Autobiography
- 28—ABC’s of Native Education

**June**
- 1—Journal #1  Begin Getting Us Started Exercises
- 2—Abstract #1
- 3—Current Issue #1
- 4—Educational Experience Timeline
- 8—Reading Review #1
- 9—Journal #2
- 10—Current Issue #2
- 11—Abstract #2
- 15—Reading Review #2
- 16—Mid-term
- 17/18—Research Days
- 22—Educational Resources
- 23—Journal #3
- 24—Catch-Up
- 25—Final paper
- 29/30—Final Paper Presentations
“Teachers should attempt to live part of their dreams within their educational space.”

Paulo Freire

Student Expectations:

- Preparation and participation matters. Prepare for each class by completing assigned readings and participating in class discussions. If there is a required writing assignment, spend some time with it.
- Initiative counts-enthusiasm for learning and critical thinking will help you get the most from this course. Enthusiasm for learning and reflective and critical thinking on course discussions and readings will ensure you are gaining the most from this course. I urge you to share your ideas, reactions, and questions with others during discussions. Enjoy this course.
- Attendance and due dates are meant to be taken seriously. If an assignment is to be posted on BB, it should be there by 5:00 on the due date. Attendance in class is mandatory. If you anticipate an absence, please notify me in advance. Excessive absences will result in a lowered grade. This is a “compressed course” so attendance is critical!
- Because this is a compressed course, no late assignments will be accepted.
- Writing quality is critical in an upper level course. Content, grammar, punctuation and format are graded. Writing quality counts in this course. It is one of the most important skills you will develop in your university experience. I encourage you to utilize the UAF Writing Center as well as other writing assistance resources. Please utilize the writing center if you require assistance. UAF Writing Center (907) 474-5314 Fax #: 1-800-478-5246. www.uaf.edu/english/writingcenter. Format to be utilized in this course is APA.  

“ A teacher affects eternity; he/she can never tell where his influence stops.”

Henry B. Adams

All assignments are due by 5:00 p.m. No late assignments will be accepted. This is a compressed course and late assignments cannot be accepted. Assignments are to be neatly typed and double-spaced and sent as an e-mail attachment and not in the body of an e-mail.

Plagiarism: Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person’s ideas without providing appropriate citations or recognitions.

Students with Disabilities: If you have a documented disability and require accommodations, please notify me at the beginning of the semester. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and course materials. This course will ensure that it will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-7043). fydso@uaf.edu.
**Title IX:** University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

**Other UAF Student Support Services include:**

- Office of Information Technology (1-800-478-8226) [www.alaska.edu/oit/index.xml](http://www.alaska.edu/oit/index.xml) or helpdesk@alaska.edu.
- UAF Writing Center (1-800-478-5246) [www.uaf.edu/english/writingcenter/](http://www.uaf.edu/english/writingcenter/).
- Audio call-in numbers & course schedules [www.uaf.edu/rural/students/html](http://www.uaf.edu/rural/students/html).
- CDE Bookstore (1-877-651-4002)

“One person can make a difference. Every act has significance. Every act is spiritual. Every action is the sum of all knowledge before you and you impact all that comes ahead of you. You owe every action to the past and to the future. It is an awesome responsibility. You reach another sense of power in coming to this realization. You realize that you’re part of something far bigger than yourself. You can then see that wasting your life is a crime. It inspires you to want to achieve, to be totally used up every second in contributing. It creates immense awareness.”


**Audio Recording Playback:** Listening to a course recording does not substitute for a missed class but should be done when you are absent. This system is a phone-based system that allows presenters and attendees to listen to archived recordings at their own pace. Call 1-877-230-8546 and enter instructor pin #. TRC Customer Support-1-866-649-1700 or CustomerService@trconf.com.

**Criteria for grading: (UAF Catalog)**

**A (90-100%)** = Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Above minimum requirements. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

**B (80-89%)** = Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

**C (70-79%)** = Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

**D (60-69%)** = Below average work. Minimally acceptable. Lowest possible passing grade.

**F (59% or lower)** = Unacceptable work. Does not meet minimum requirements. Indicates failure.

*+ and - grades will be used in this course.*
Criteria for Oral Presentations
The purpose of an oral presentation is to inform others about a specific issue/topic. You will be evaluated on the following criteria: Remember your information should be posted on BB PRIOR to your presentation.

1. **Knowledge of subject material/content** - Did the presentation include relevant information? Did you demonstrate an understanding of the topic? Did you include any original content or approaches to the topic? Did you provide examples? Is your conclusion summarized with the main points and purpose? Inform not overwhelm.

2. **Organization** - Orderliness with clear citation of sources and identification of topics addressed. Is there a logical structure to the presentation? Can the sequence of information be easily followed? Did you make clear what was done and how? Was the material presented in the allowed time?

3. **Style** - *Never read your presentation directly from your paper.* You may write out your presentation if you need to organize your thoughts or you may do an outline. You should know your topic well enough not to read directly from your paper. Your sentences should be complete and flow together. You will want to hold your classmates attention. Be enthusiastic. The purpose of the presentation is to get us to think about something in a way we may have never thought about it before.

4. **Delivery** - Practice your presentation beforehand more than once. Practice out loud and time yourself using any materials you will be utilizing. Speak in a clear and audible voice with hopefully little to no distractions as you speak in the background. Is your presentation well paced? It should resemble a planned conversation.

5. **Role of the audience (us)!** - We will be listening carefully and attentively.

   "Let us put our minds together and see what life we can make for our children."

   *Sitting Bull*

As you develop your final paper, remember the following:

1. **PURPOSE** - What are you trying to accomplish?
2. **QUESTIONS** - What are you addressing?
3. **INFORMATION** - What information are you using to get your conclusion?
4. **CONCLUSION** - How did you reach this conclusion?
5. **CONCEPTS** - What is the main idea here?
6. **POINTS OF VIEW** - Is there another point of view I should consider?

Standards for your final paper should include:

1. **CLARITY** - Can you elaborate further on your points?
2. **ACCURACY** - Is it really true?
3. **RELEVANCE** - How is everything connected?
4. **DEPTH** - Are you dealing with the most significant factors?
5. **BREADTH** - Do we need to consider another point of view?
6. **LOGIC** - Does this really make sense?
7. **FAIRNESS** - Are we considering all relevant viewpoints?
Critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

“A culturally responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.”

Alaska Standards for Culturally Responsive Schools

Reading Review Format: (10 points) Post on BB by due date.
Each student will present overviews of assigned chapters in our required texts. Please use the following format for this assignment: (Each facilitation should last a minimum of 15-20 minutes).
Post on BB.
1. The main purpose of this chapter is_________________.
2. The key question(s) that the author is addressing is_________________.
3. The most important information in this chapter is ___________________.
4. The main conclusion(s) in this chapter is/are____________________.
5. The key concept(s) in this chapter is/are__________________.
6. The main point of view presented in this chapter is_____________.
7. The implications of the main assumptions in this chapter are________.
8. What is the author looking at and how is she/he seeing it/writing about it?

“The most thoughtfully designed education system, most up-to-date school facilities, best trained and carefully selected teachers, brilliantly conceived and executed curricula, and unimpeachable intentions will not by themselves significantly improve the educational situation of Alaska Native students.” Alaska Natives Commission Report 1993

ABC’s of Native Education

A-ANSCA
B-BIA
C-Chemewa
D-Drop Out rates of AK Natives/American Indians
E-Education Assistance Act
F-Paulo Freire
G-Guidelines for Preparing Culturally Responsive Teacher’s for Alaska’s Schools
H-Haskell
I-Indian Education Act
J-Johnson O’Malley Act
K-Oscar Kawagley
L-Literacy rates among AK Natives/American Indians
M-Meriam Report
N-NIEA
O-Old Minto Camp
P-Public Law 100-297
Q-Quality Schools Initiative
R-REAAs
S-Self-Determination Act
T-Tobeluk v. Lind
U-Uniform School Act
V-VISTA
W-White House Task Force on American Indian Education
X-X-CED
Y-Yu’pik Immersion School

“Little do they know how intensely interested Native people are in education. Little do they know how frustrated both Native parents and their children are that schooling is such an unsatisfactory experience.”

Dennis Demmert-1993
FIELD WORK REQUIREMENT (These requirements may change due to the timing (summer) of the course. This is for your information about the general requirement. Specific information for the summer fieldwork experience will be discussed in class). THIS REQUIREMENT IS FOR TEACHER EDUCATION MAJORS ONLY ENROLLED IN THE COURSE.

You are required to spend at least 15 hours working with a classroom teacher in a school. Maintain a log to document your time. (Date, time you arrived, time you left, one sentence about what you did, and have the teacher sign before you leave the school.) The hours must be spread out across the semester and not completed in one week. In order to successfully complete this course, you must also successfully complete the fieldwork requirements.

Students located in rural communities are asked to contact the school to set up a placement. Meet with the principal and show him/her a copy of your syllabus so that they will know the fieldwork expectations.

If you are located in Fairbanks, the placement coordinator will work with your schedule and preferences to assign you a fieldwork placement. You must NOT contact the school to arrange for your own placement. Your name will be given to the cooperating teacher. If you have a reason for changing your placement, please obtain the coordinator’s approval. Do not leave your placement classroom unless the cooperating teacher specifically asks you to do so. (In other words, if you decide that someone else’s classroom seems like more “fun”, do not change your own placement. Talk with the instructor, please!)

Carefully read the following requirements:

YOU ARE A VISITOR IN THE CLASSROOM. ALTHOUGH YOU WILL BE AN ACTIVE PARTICIPANT AND WILL MAKE VALUABLE CONTRIBUTIONS TO THE CLASS, YOU ARE THERE BECAUSE THE TEACHER VOLUNTEERED TO ACCEPT YOU. IT IS IMPORTANT THAT YOU RELY UPON THE PROFESSIONAL DECISIONS OF THE COOPERATING TEACHER. WHEN IN DOUBT, ASK THE TEACHER OR THE AIDE FOR SUGGESTIONS. DO NOT TAKE IT UPON YOURSELF TO LEAVE THE CLASSROOM AND CALL ANOTHER PERSON OR AGENCY FOR ADVICE. YOUR OPINIONS ARE IMPORTANT, HOWEVER, REFRAIN FROM VOCALLY SHARING THEM UNLESS INVITED TO DO SO. THE TEACHER WITH WHOM YOU ARE WORKING IS A CERTIFIED TEACHER AND IS, THEREFORE, RESPONSIBLE FOR EACH CHILD AND HIS OR HER PROGRAM AND FOR WHAT TAKES PLACE IN THE CLASSROOM.

You are expected to arrive promptly at your scheduled time. If an emergency arises and you are unable to attend, you MUST let the teacher know at least 30 minutes prior to your scheduled time. Just because you have "other things to do" is not an
acceptable excuse. Consider this a professional responsibility just as you would if you were employed.

Consider all information and observations to be STRICTLY CONFIDENTIAL. Your journal will be read by your instructor and returned to you at the conclusion of the semester. DO NOT discuss the students with anyone outside the classroom. Because confidentiality is mandated by law, your teacher will not be able to share specific information about the learners with whom you are working. You may find this frustrating, however, if you consider "Children to be children"; then the particular diagnosis becomes irrelevant.

As with any fieldwork, it is essential that you adhere to certain rules of protocol. Make sure that the impression you leave is a positive one. Dress cleanly and neatly (Sweats are not appropriate. Leggings and tights can also be inappropriate) and maintain good personal hygiene. Introduce yourself to the school office. In most schools, you will be required to sign in before going to the classroom. Other suggestions include:

- Be Prompt
- Be Polite
- Be Pleasant
- Be Professional
- Profit from the Experience

Former students have referred to the fieldwork experiences as one of the most important learning experiences in their teacher preparation program. Approach these experiences as opportunities to develop and formulate strategies that will one day be useful to you as a regular classroom teacher.

CONTACT YOUR INSTRUCTOR OR THE FIELDWORK OFFICE IF YOU HAVE A CONCERN OR A QUESTION.