

New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ED 355

2. **Course title:** Teaching Native America

3. **Abbreviated title for class schedule** (30 characters or less): Teach Native America

4. **Credit hours:** 4

(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5.

Catalog description: Provides an academic perspective on the development, the diversity, and the major challenges surrounding historical and contemporary Native American education, and how they are intertwined with large-scale social issues both inside and outside of Indigenous communities. This course examines the Essential Understandings created by Senate Bill 13, and provides an overview of the curriculum generated, as well as tools that teachers can use in their classrooms. The course examines political, ethnic, cultural, and legal standpoints from both within and outside Indigenous communities.

6. **Prerequisites (to add each additional prerequisite, start a new line):**

(See attached Note for samples) None

A. (course prefix, (space) and number) None or or or

B. (course prefix, (space) and number) None or or or

C. (course prefix, (space) and number) None or or or

7. **Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number) None or or or

8. **Major/Class restrictions:** Please indicate any class or major restrictions:

Sophomore standing or above, instructor signature may be required.

9. **Is course repeatable?** No ☒ If Yes, list maximum credits:

10. **Labs requirements:** If course includes a lab: # of hours lecture: None

11. **Fees:** List any course fees: None

12. **Grade Mode:** Graded only: Pass/No Pass only: Option: YES

13. **CIP Code:** Six-digit CIP code (check with your Division Director):

14. **Special qualifications; Is course proposed for (yes/no):**

A. University Studies? No If yes, list Strand(s)

B. Honors? No

15. **Cross-listing:** List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>): and and and

16. **Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? **It has been offered as an ED 407 course for three years. Oregon Senate Bill 13 requires K-12 educators to teach about Native American history, perspectives, and sovereignty.**

B. **Alignment:**

1. How does this course align with the unit's mission plan? **It aligns with SOU's mission for fostering access, equity, inclusion and diversity in thought and practice. It aligns with School of Education's emphasis on culturally responsive content and practices.**

2. How does the course fit into the rest of the unit's curriculum? **It enhances and expands Education Studies offerings in content, curriculum and instructional methods.**

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? **Year 1--10; Year 2--15; Year 3--20**

D. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? **Native American Studies or Education (current faculty or experienced adjunct faculty, if needed)**
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. **Qualified faculty instructors are available.**
- c. If additional faculty members are needed, how will that need be met? **Through collaboration between Education Studies and Native American Studies programs.**

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. **None.**

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? **Yes**
- b. Are any other resources needed to support this course? **No**
If so, please explain how they will be obtained. **None.**

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? **None.**

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received. **Contact and agreement has been made with Dr. Brook Colley and Dr. Chance White Eyes of the Native American Studies department.**

2. Will any of your prerequisites affect other academic programs? **None.**

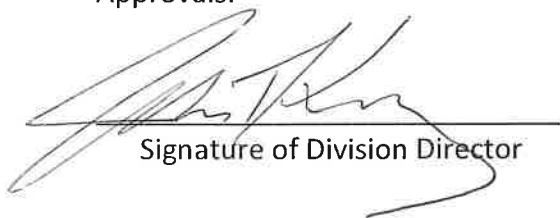
NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed) See syllabus below.

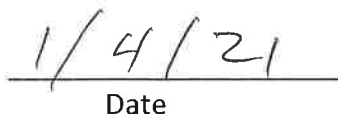
*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:



Signature of Division Director



Date

4/29/16

Condensed Syllabus for Winter 2021

SOUTHERN OREGON UNIVERSITY

Education Studies 407 – Teach Native America

Course Syllabus – Winter 2021

Fridays 8:30-10:20 AM via Zoom, 4 Credit Hours

Instructor: Dr. Chance White Eyes

E-mail: **Whiteeyec@sou.edu** (please put a concise description of the message's contents in the subject line of all e-mail)

Office: Taylor 19B, phone: (541) 552-8149

Office Hours: Fridays 12:30-5:30, and by appointment

Course Website: Moodle (for readings, lecture pdfs, links, and other information)

Course Overview

This course provides an academic perspective on the development, the diversity, and the major challenges surrounding historical and contemporary Native American education, and how they are intertwined with large-scale social issues both inside and outside of Indigenous communities. This course examines the Essential Understandings created by Senate Bill 13, and provides an overview of the curriculum generated, as well as tools that teachers can use in their classrooms. The course examines political, ethnic, cultural, and legal standpoints from both within and outside Indigenous communities. After examining these core issues, the course then looks at specific topics such as the effects of assimilation, silencing of populations, differing pedagogies (mostly Indigenous), and others. The nature of the course requires an ongoing dialogue to allow us to reflect critically on these themes. Active engagement with the readings is thus crucial, and attendance is required.

ED 407 does not require any personal background with Native issues or coursework in Native American Studies, though it does assume proficiency in advanced academic reading, writing, and analysis.

Student Learning Objectives

Upon completion of ED 407 students will be able to ...

- ✧ describe the socio historical context upon which current educational issues arise for Native peoples.
- ✧ explain and critique various pedagogies and how they support/oppress certain communities.
- ✧ articulate why studying Native American education is applicable to other communities.
- ✧ apply a meta-understanding of writing—know the author, (con)text, and audience.
- ✧ apply the ideas from this course and the curriculum generated from Senate Bill 13 to educational settings both within and outside of Indian Country.

Course Requirements/Grade Breakdown*

Student Lead Class	20%
Midterm Examination	20%
Final Examination	20%
Attendance and Participation	40%
Total:	100%

Assignments and Examinations

There will be two main essay assignments (midterm and final), the specific details of which will be provided on handouts. Assessment will be based on your critical insight, analysis, accuracy in use of terminology and concepts, and inclusion of the assignment's required points. Also important are clarity of presentation, organization, accuracy in citations, and mechanics. Essays should have no extraneous content (i.e., each sentence's relevance should be clear, and the essay is expected to present an analysis).

There will be a midterm and a final, both of which will be written and submitted. The midterm will be discussed in class, and the final will be of one of the topics posted in the table below. The final will be 8 pages, 12-point font, Times New Roman, double spaced and needs to use references (please specify if you are using APA, MLA, or Chicago). You will be responsible for using scholarly sources from outside of class (minimum of 8 references).

The midterm and final will be accepted late with a penalty of one letter grade per calendar day. Assignments to be turned in are due by 11:59pm of the date stated on the syllabus.

The online aspect of the class is roughly half of your grade! The grade breakdown includes 50% attendance and participation. While this includes participation in class discussions, there will be an online forum posted every week. The readings are posted in the schedule and you must post an original post for said reading by Tuesday at 11:59pm. For full credit, you must also respond to two other peoples' posts concerning the reading prior to attending class Friday morning. Not following the timeline or letting me know of any issues concerning attendance or participation will definitely involve not receiving full credit.

Course Policies and Information

Each and every voice in the classroom is important and brings with it a wealth of experiences, values, and beliefs! In this time we share together, please honor the uniqueness of your fellow classmates and recognize the opportunity we have to learn from each other by speaking and acting in a way that is respectful. As part of this, **e-mailing, instant messaging, texting, using Facebook, and/or other technologies can only be used to enhance the discussion at hand, nothing else. Talking when others are speaking, and engaging in other distracting activities are not allowed as they undermine our learning environment. Respect is of the utmost importance to ensure everyone gets a positive learning experience.**

Absences: The expectation is that you attend every class unless there is a significant illness, family emergency, or other SOU activity that you required to attend. If you do miss class, **it is your responsibility to go over what you missed with a classmate and by consulting Moodle.**

Your instructor holds the copyright to his course materials, and most readings are copyrighted by their respective authors. Materials posted on Moodle are there for your learning, and may not be reproduced or posted on other websites without permission. You are always encouraged, however, to share ideas from the course with others!

Your instructor reserves the right to refine/revise this syllabus as the term goes on (within reason).

Finally, please note that this course is rated “R” because of the challenging nature of many of its topics, some of which will probably make you (and your instructor) uncomfortable. If something angers or disturbs you, please raise the issue immediately. The worst thing to do is to internalize your anger to the level that it prevents you (or your classmates) from learning.

Course Readings

The readings for this course are an integral part of its content. Some are short and straightforward; others are long and complex. Please review the readings assigned for a given class session well in advance to ensure that you allot adequate time to read and think about them.

Required books:

Lomawaima, K. T., & McCarty, T. L. (2006). *"To remain an Indian" lessons in democracy from a century of Native American education*. New York: Teachers College Press.

Grande, S. (2015). *Red pedagogy: Native American social and political thought*. Lanham, MD: Rowman & Littlefield.

Additional Resources:

Senate Bill 13: Tribal History/Shared History