Course Outline

Instructor:  JoAnn (JoJo) Ducharme  E-mail:  jo.ducharme@alaska.edu
Dial-in #:  1-800-570-3591  Pin #:  4644246
Phone: (907) 244-4375  Office Hours:  M-R 12:00-2:00 p.m. & TBA

"Each and every one of us has a right to understand what it is that we live for. ....The truth is there for you to find, and truth is something that we're going to carry to the end."
Chief Peter John

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
- Assessment of the above items to be accomplished through a mid-term examination, journaling, reading reviews, "mini assignments" found in syllabus, and a final research paper


"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 (Suspended during summer 2014).

Course Evaluation and Grading: Grades will be determined as follows:
- Class attendance and participation 100 pts.
- Mid-term exam 50 pts.
- Final paper 50 pts.
- Mini-Assignments 40 pts.
- Journal 30 pts.
- Review of educational resource 20 pts.
- Reading Reviews 10 pts.
- Total 300 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 26. 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 19.

Reading reviews (10 pts.): In-class reading reviews will be required on a regular basis from required texts. A schedule will be provided in class. The format for the review presentation is found in this syllabus. A written summary of the review will be required (1-2 pages) and posted on BB PRIOR to the in-class presentation. Review #1 on BB by 6/4 & Review #2 on BB by 6/17.

“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 (former Executive Director - Association on American Indian Affairs)

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 6/9
2. What characteristics do you possess that would “fit” a village/rural teaching position? Due 6/16
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 28.
   - 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 June 2.**

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 by June 18.**

   **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. **Alaska Native Education Milestones** (10 points)—Each student will be assigned specific dates from the attached Milestones list and will present a brief overview of the event and its significance to Alaska Native Education at the beginning of each class following a schedule to be provided once course enrollment is confirmed. **Post on BB by June 3.**

5. **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 5 & 12.**

**Course Assignment Calendar**—Assignments should be posted on BB by due date if required

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<thead>
<tr>
<th>May 28</th>
<th>Autobiography</th>
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<tr>
<td>June 2</td>
<td>ABC's of Native Education</td>
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<td>3</td>
<td>Milestones</td>
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<td>4</td>
<td>Reading Review #1</td>
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<td>5</td>
<td>Current Issue #1</td>
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<td>Journal #1</td>
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<td>Current Issue #2</td>
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<td>Journal #2</td>
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<td>Reading Review #2</td>
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<td>Abstracts</td>
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<td>Educational Resource</td>
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<td>20</td>
<td>Mid-term exam</td>
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<td>23</td>
<td>Journal #3</td>
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<td>26</td>
<td>Final paper</td>
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Reading reviews & milestones to be assigned when course enrollment is confirmed.

"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.

Other UAF Student Support Services include:

- Office of Information Technology (1-800-478-8226) www.alaska.edu/oit/index.xml or helpdesk@alaska.edu.
- UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/
- Audio call-in numbers & course schedules 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.”

Douglas Cardinal, from The Native Creative Process. 1991

Audio Recording Playback:  Listening to a course recording does not substitute for a missed class but should be done when you are absent. Call 1-800-230-8546 and at the prompt enter the course code. Enter the date the recording took place as a 6 digit number. You will be given a menu to follow from this point. You may contact Encounter Collaborative Customer Care Server if you have questions. 1-800-290-5900 or email@customercare@encounter.net

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. Included in GPA calculations.

+ 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?

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

NATIVE EDUCATION MILESTONE EVENTS IN ALASKA 1970-2010
(In part from R. Barnhardt & printed w/permission)

1970  AK Rural School Project
1972  State Mandated Bilingual Education Programs
1975  Inupiat University of the Arctic created
1976  State Operated Schools System shut down
1978  AK Native Education Association formed
1981  AK Native Leadership Project formed at AK Native Foundation
1982  Rural AK Honors Institute established
1985  Berger Commission issues "Village Journey" report
1988  College of Rural AK established
1990  World Indigenous People's Conference on Education held in Aotearoa
1992  AK Natives Commission
1993  Interior Athabascan Tribal College Established
1994  Howard Luke Academy established
1995  Rural Educator Preparation Partnership (REPP) formed
1996  AK Quality Schools Initiative adopted by State Board
1997  State Benchmark and high school graduation exams mandated
2000  Guidelines for Respecting Cultural Knowledge adopted
2002  First Alaskans Foundation becomes First Alaskans Institute
2003  Future Teachers of Alaska formed
2005  Effie Kokrine Charter School established
2007  Ilisagvik recognized as tribal college
2009  Indigenous Studies PhD program implemented
2010  Moore vs State of AK school equity lawsuit ruling
2011-2014  Please find event related to AK Native/Native American education
“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

NOTES: