

## IUPUI Form for Creation of a New Minor

**I. School:** Liberal Arts      **Department:** Native American & Indigenous Studies

**II. Proposed Minor:** Minor in Native American and Indigenous Studies

**III. Related Major:** n/a

**IV. Projected Date of Implementation:** Fall 2014

**V. List the major objectives of the proposed minor and describe its chief features briefly.**

### **Brief Description:**

Students who complete the minor in Native American & Indigenous Studies will develop an intermediate level of knowledge of Native American & Indigenous issues including the culture, history, economic, and political development as well as issues of identity and sovereignty. Students will be able to connect this knowledge with other disciplines and develop an appreciation for other cultures that will help equip them for success in a globalized world.

### **Course Requirements:**

#### **Required Native American & Indigenous Studies Courses (6 credits):**

NAIS N101 Introduction to Native American & Indigenous Studies (3 credits)

NAIS N396 Seminar of Native American & Indigenous Studies (3 credits)

#### **Approved Interdisciplinary Courses (9 credits; choose 3):**

N207/A207 Introduction to Native American History (3 credits)

N309/C309 Native American Culture & Communication (3 credits)

N320/E320 Indians of North American (3 credits)

N330/R330 Native American Religions (3 credits)

N336/R336 Native American & Indigenous Women (3 credits)

N356/P356 Native American & Philosophy (3 credits)

N364/L364 Native American Literature (3 credits)

N480/H480 Comparative Native American History (3 credits)

N397 Independent Study in Native American & Indigenous Studies (3 credits)

N399 Topics in Native American & Indigenous Studies (3 credits)

### **Total requirements: 15 credit hours.**

- The minimum grade that will be accepted in any single course is C (2.0); the minimum GPA required for the completion of the program is 2.0.

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### **VI. Why is the minor needed?**

The study of Native American & Indigenous cultures and their unique contributions in the United States has become an important field of inquiry and exploration at American college and university campuses. IUPUI is at the forefront of this trend. The minor in Native American & Indigenous Studies are the first critical steps in building toward a major (B.A.) in order to fully integrate this area of study into IUPUI's undergraduate curriculum. Elsewhere in the Indiana University system, only IU Bloomington offers a minor in Native American Studies through American Studies. IPFW offers an American Indian Studies certificate; however, the IPFW program lost its leadership and is currently being administered through the College of Arts and Sciences, it is not being actively promoted.

Development toward this program began in 2009, when the IU School of Liberal Arts created IUPUI American Indian Programs, the first-ever program of its type - focused on Native American & Indigenous education and awareness at IUPUI. American Indian Programs includes an integral and active means of community and tribal connection. Now, with a Director, an advisory committee, and a group of faculty in place, IUPUI is ready to create an academic program in Native American & Indigenous Studies, starting with a minor in Native American & Indigenous Studies and leading to a major in the future. On the IUPUI campus, interest remains high in existing courses with an emphasis on American Indian cultures through time. There is also growing demand for courses emphasizing contemporary American Indian issues.

Formation of a minor in Native American & Indigenous Studies will allow students to examine significant issues in this field under the supervision of a distinguished group of experts and reinforce this learning through participation in community and civic engagement activities and exposure to the cultural and artistic products of Native Americans. Importantly, connections with the Center on Philanthropy, the Payton Philanthropic Studies Library, and the School of Public and Environmental Affairs will prepare students for work in the non-profit sector.

### **VII. Describe the student population to be served and market to be targeted.**

It was only in 2011 that Indiana University modified its admission form to allow students to note their tribal affiliation and enrollment. This more

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informed and inclusive change to the admission form allowed for a closer examination of student demographics and a dramatic increase was noted in Native American students attending IUPUI. The minor in Native American & Indigenous Studies will attract the increasing Native American population (those that are connected with their tribes and nations) and ancestrally Native population (those born or raised and educated without connection to their tribes and nations).

However, this program will appeal to a student base broader than students with Native American heritage alone. The minor in Native American & Indigenous Studies is designed for all students interested in the study of Native American & Indigenous cultures, history, and the current role of the Native American community and its contributions in the United States; students whose main focus is on different cultures and minority studies; and students interested in more than one discipline or program, particularly in the areas of Anthropology, American Studies, Communication Studies, Geography, Health, History, International Studies, Museum Studies, Philanthropic Studies, Political Science, Public and Environmental Affairs, Social Work and Sociology. Because the curriculum draws upon existing courses already offered in the School of Liberal Arts and other schools and departments at IUPUI, students will have great flexibility in fulfilling their requirements. This minor will also be attractive to part-time students, non-traditional students and students with schedule constraints that limit the times or days of the week they can spend on campus.

Our on-campus recruitment efforts will also concentrate largely on the Summer Bridge Program, first-year seminars and learning communities, as well as high contact advising and programs such as the Norm Brown Scholars, Nina Scholars, Student African American Brotherhood and Student African American Sisterhood. In addition, we will be in close contact with the American Indian Center of Indiana, the Indiana Native American Education and Culture Association, the Passport program with Ivy Tech State College, the 21<sup>st</sup> Century Scholars, and Talent Alliance, supported by Chancellor Charles R. Bantz.

### **VIII. How does this minor complement the departmental and campus missions? Address how it conforms with IUPUI's Principles of Undergraduate Learning.**

This minor conforms with IUPUI's Principles of Undergraduate Learning and RISE challenge in the following ways:

#### **PUL 1 Core Communication and Quantitative Skills:**

1. Articulate ideas and facts to others effectively through written and oral work

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2. Comprehend, interpret, and analyze ideas and facts related to Native American & Indigenous Studies

### **PUL 2 Critical Thinking:**

1. Analyze different perspectives on Native American issues and field of concentration
2. Identify problematic or controversial issues and arrive at objective conclusion

### **PUL 3 Integration and Application of Knowledge:**

1. Develop academic objectives
2. Demonstrate knowledge of Native American issues and disciplinary perspectives
3. Explore how Native Americans could be more civic and community oriented
4. Integrate knowledge of Native American issues and perspectives

### **PUL 4 Intellectual Depth, Breadth, and Adaptiveness**

1. Demonstrate knowledge and understanding of key Native issues in the United States
2. Compare and contrast approaches to knowledge in Native Studies and different disciplines
3. Understand how their heritage influences the current roles of Native Americans in American society

### **PUL 5 Understanding Society and Culture**

1. Compare and contrast intricacies in federal recognition and sovereignty of Native American tribes and cultures
2. Analyze and understand the networks of Native Americans in local, national, and global communities
3. Demonstrate an understanding of varied cultures

### **PUL 6 Values and Ethics**

1. Understand how values and ethics have influenced Native American culture and life in the United States
2. Understand the humanistic side of the Native American culture
3. Understand the impact of racism, gender bias, and social stratification

### **RISE to the IUPU Challenge**

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The minor in Native American & Indigenous Studies program incorporates the mission of the RISE challenge. Students may perform three or four of the initiatives requested under the RISE challenge. Two required courses, NAIS N101 and N396 for example, incorporate civic engagement projects.

Students working towards this interdisciplinary minor in Native American & Indigenous Studies will benefit from working with faculty in a variety of programs and across a variety of disciplines, including American Studies, Anthropology, Communication Studies, Economics, English, Geography, Health and Rehabilitation Sciences, History, Herron School of Art and Design, International Studies, Latino Studies, Philanthropic Studies, Philosophy, Political Science, Public and Environmental Affairs, Religious Studies, Social Work and Sociology.

Beyond the campus itself, the Native American & Indigenous Studies program will increase the positive impact of IUPUI on Indianapolis and the surrounding community by continuing to further develop relationships with local, regional and state Native American organizations as well as both the Indiana Governor's office and Indianapolis Mayor's office. The program works specifically with the Pokagon Band of Potawatomi Indians, but also with the leadership of other federally recognized and non-recognized tribes to create reciprocal and beneficial partnerships.

### **This minor requires the creation of two new courses:**

**NAIS-N 101: Introduction to Native American & Indigenous Studies** is the required introductory course that serves as an introduction to the historic and contemporary perspectives on the social, political, and cultural issues of the Indigenous Peoples of North America (Appendix 1). Through readings, lectures, discussion, multi-media presentations, critical thinking assignments and reflection exercises, students will be exposed to the many unique challenges faced by contemporary Native Americans. A primary objective of this course is to examine the structural and disciplinary constraints systemically placed on Native Americans from a Native American perspective and students will examine identity, sovereignty, Indian-White relations, federal Indian law and policy, tribal government, art, literature, and film from a Native American perspective. A primary goal for students this term is to explore dominant academic and media representation and research practices and compare and contrast those offered by contemporary Native American scholars, artists, and educators.

**NAIST-N396 Seminar in Native American and Indigenous Studies** is a new course designed by the Native American & Indigenous Studies Curriculum Planning Committee in the American Indian Programs office at the IU School of

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Liberal Arts (Appendix 2). This course will serve as the capstone and will include several means of synthesizing learned knowledge in addition to a service component with required civic engagement with the Native American community.

**Eligibility and Prerequisites:** All courses are available to any IUPUI student subject to course availability.

### **Concerning overlaps or impact on other programs:**

While the interdisciplinary nature of the Native American & Indigenous Studies curriculum inherently complements the curricula of other programs, there are no perceived overlaps that will have a negative impact on other programs. Rather, the minor in Native American & Indigenous Studies will contribute directly to the university's mission to promote diversity as a core educational value. As exemplified by the partnership agreement Chancellor Bantz signed with the Pokagon band of Potawatomi Indians at IUPUI on November 16, 2010, IUPUI has committed to developing educational and cultural preservation programs not only for the Potawatomi, but for the Native American community in general. This program will not only draw the attention of current IUPUI students and faculty to Native American history and culture, it will also draw Native American applicants to IUPUI, which has the potential to become the hub of Indiana's Native American culture and a leader in advocating for participation from Indian tribes and individuals at all education levels. The long-term goal is that this program and the cultural community it creates will improve cross-cultural understanding and increase Native American student enrollments and tribal investments in the university.

Support for Native American & Indigenous Studies has been expressed (and will be submitted) by the Director of the Native American Studies minor at IU Bloomington as well as Chairs of the departments of Latino Studies, Communication Studies, Philosophy, and English within the IU School of Liberal Arts at IUPUI.

### **IX. List and indicate the sources (including reallocation) of any resources (personnel, financial, learning, library holdings, equipment, etc.) required to implement the proposed program.**

The program has a Director and an advisory committee in place. The minor in Native American & Indigenous Studies will utilize existing courses, thus minimizing the demand for additional resources. With the exception of the NAIS-N courses, all courses required for the minor are already regularly offered at IUPUI. For this reason, other departments and schools will benefit with the focus on

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interdisciplinarity of the minor in Native American & Indigenous Studies.

The revenues associated with the projected new student enrollment in the minor will be used for .5 FTE faculty - for half-time faculty, travel, supplies and expense.

There is no need to renovate or lease new facilities or purchase any new holdings, materials or collections to support this program.

### **Native American & Indigenous Studies Program Faculty:**

Charmayne Champion-Shaw, Director of Native American & Indigenous Studies and American Indian Programs

Holly Cusack-McVeigh, Assistant Professor of Anthropology and Museum Studies

Christian Kraatz, Senior Lecturer in Philosophy

Megan Musgrave, Assistant Professor of English

Walter Robinson, Adjunct Faculty in Philosophy

Rachel Wheeler, Associate Professor of Religious Studies

Larry Zimmerman, Professor of Anthropology and Museum Studies

### **X. Describe any innovative features of the program**

The minor in Native American & Indigenous Studies also supports the mission of the School of Liberal Arts to “develop international programs and relationships for faculty and students and foster greater international awareness in university and community.” Students will be encouraged to pursue service-learning projects connected with Native American & Indigenous cultures in the IU and IUPUI programs throughout the United States as well as with other indigenous cultures throughout the world. Faculty within Native American & Indigenous Studies will work in close contact with the Center for Service and Learning to be advised on the theoretical and practical aspects of civic engagement projects.

### **XI. List the major student outcomes (or set of performance-based standards) for the proposed minor.**

The curricular design requires students to engage in pertinent work on American Indian issues in government, education, and health and welfare. Completing this program will prepare our students to:

- Understand the theoretical approaches to Native American & Indigenous Studies
- Develop the ability to relate Native American & Indigenous Studies to other disciplines
- Increase confidence in their ability to function within Native American and

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indigenous communities around the world, where appropriate

- Develop knowledge of and respect for other cultures
- Be more competitive in a globalized job market that demands a broad skill set

### **XII. Explain how each of the student learning outcomes identified in XI above will be assessed.**

Student Outcome <i>(Use action verbs to indicate what students should know and be able to do)</i>	<b>Where will students learn this knowledge or skill?</b> <i>(In courses? In practice settings? In a culminating experience?)</i>	<b>How will student achievement of the outcome be assessed?</b>	<b>Relationship to Mission, PULs, and RISE?</b>	<b>In what setting will the assessment take place?</b> <i>(In a course? In a practice setting? In a culminating experience?)</i>
Understand the theoretical approaches to Native American & Indigenous Studies	Introduced in NAIS-N 101 and developed through all other courses.	Assignments and evaluation: class discussion, oral presentations, written assignments, quizzes, and written exams.	Assignments and evaluation primarily address PULs 1, 2 and 3.	The assessment will take place in courses.
Develop the ability to relate Native American & Indigenous Studies to other disciplines	This will occur as a result of taking an array of interdisciplinary courses.	Assignments and evaluation: class discussion, oral presentations, written assignments, quizzes, and written exams.	Assignments and evaluation primarily address PULs 3, 4 and 5.	The assessment will take place in courses and in the capstone project.
Increase confidence in their ability to function within Native American and indigenous communities around the world, where appropriate	This will occur as the result of civic engagement projects, service learning projects, the capstone project, and possibly study abroad programs.	Student projects will be assessed as part of course requirements.	Assignments and evaluation primarily address PULs 4, 5 and 6 and RISE criteria for service learning and experiential education.	The assessment will take place in courses and in the capstone project.
Develop knowledge of and	This will be	Course	Assignments and	The assessment will take



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respect for other cultures	developed in courses and in civic engagement projects, service learning projects, the capstone project, and possibly study abroad programs.	assignments support this aim. Also, students will write an exit essay as a part of their capstone course.	evaluation primarily address PULs 4, 5 and 6 and RISE criteria for service learning and experiential education.	place in courses and in the capstone project.
Summative outcome: Be more competitive in a globalized job market that demands a broad skill set	Class discussions and experiential learning projects will prepare students for these realities.	The Program Director will survey program alumni	RISE can be achieved through service learning, experiential education, and study abroad.	Post-graduation assessment via alumni surveys

### Assessing overall programmatic outcomes:

- Students' competency will be evaluated through an exit essay that requires them to address the following issues: evaluating their competency in Native American & Indigenous Studies, comparative analysis of Native American & Indigenous Studies and other disciplines, and comments on their minor. Students' essays will be collected, read, and retained by the program director to assess the program.
- An alumni survey will be carried out to document the effects of the minor on students' careers.
- The program director will review assessment data on an annual basis to ensure continuous improvement of the minor.
- Student enrollment numbers will be carefully documented by the program director to monitor the growth of the minor.
- After five years, an outside reviewer will be invited to examine the enrollment data and a summary of students' exit essays, and then to give an evaluation of the minor. See above Chart of Student Learning Outcomes.
- Information gathered through the assessment process will be used to help determine the summative effectiveness of the program in meeting its intended learning outcomes and to inform any adjustments that are determined to be needed to help with continuous programmatic improvement.

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*Appendix One (1)*

## **NAIS-N 101 (Section): INTRODUCTION TO NATIVE AMERICAN & INDIGENOUS STUDIES**

**Fall 2014—M & W: 10:30am - 11:45am, TBD**

Instructor: Charmayne 'Charli' Champion-Shaw  
Cell Phone: 317-752-5509 (ER's only please)  
Office Phone: 317-274-8356  
Office: [CA309/CA325] – By Appointment  
Office Hours: Mondays: 12:00 pm – 1:00 pm & Thursdays: 12:00 pm – 2:00 pm  
and by appointment  
E-Mail: [cchampion@iupui.edu](mailto:cchampion@iupui.edu) [Quickest Contact: via OnCourse!]  
PLEASE NOTE: The syllabus and schedule are changeable upon instructor discretion.

### **COURSE DESCRIPTION**

Introduction to Native American & Indigenous Studies is an interdisciplinary approach to the study of the many components that combine to create the contemporary American Indian & Indigenous experiences across North America, with a focus within the United States. This course is an introduction to the historic and contemporary perspectives on the social, political, and cultural issues of the Indigenous Peoples of North America. Through readings, lectures, discussion, multi-media presentations, critical thinking assignments and reflection exercises, students will be exposed to the many unique challenges faced by contemporary Native Americans. A primary objective of this course is to examine the structural and disciplinary constraints systemically placed on Native Americans & Indigenous cultures from a Native American perspective and students will examine identity, sovereignty, Indian-White relations, federal Indian law and policy, tribal government, art, literature, and film from a Native American perspective. A primary goal for students this term is to explore dominant academic and media representation and research practices and compare and contrast those offered by contemporary Native American scholars, artists, and educators. Students will be encouraged to engage in the process of inquiry and be pushed to think critically and independently.

### **LEARNING OBJECTIVES**

In keeping with the goals outlined above, this class has several specific learning objectives:

1. Students will understand the divergent experience of Native peoples in the United States.

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2. Students will understand the complex nature of the relationship among Native peoples and also with North American governments.
3. Students will have a general understanding of American Indian representation and identity in historical and contemporary analyses of dominant US popular culture.
4. Students will examine and understand the process of image and stereotype creating regarding American Indian and Native peoples.
5. Students will examine the contribution of American Indian and Native peoples to world cultures.
6. Students will be able to demonstrate a general knowledge and comprehension of how the experience of Indigenous people of North America differs from those of the colonizing and immigrant peoples; and of how some Native Americans perceive those experiences.
7. Students will have a general understanding of the Red Power Movement, 1968-1972.
8. Students will be able to comprehend some of the basic principles of Federal Indian laws and policies, which provide a framework for tribal sovereignty and human rights of Indigenous Peoples in North America.
9. Students will have a general comprehension of the parameters of traditional tribal knowledge and Indigenous epistemologies in both pre- and post-contact tribal cultures.

### PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)

The Principles of Undergraduate Learning (PULs) are the essential ingredients of the undergraduate educational experience at IUPUI. These six principles form a conceptual framework for all students' general education but have also been utilized as the structure of this course. There is a dedicated focus on creating opportunities for students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience. Students will engage in a process of disciplined thinking that informs beliefs and actions and then use that information and those concepts to relate to other disciplines in their intellectual, professional, and community lives. Finally, students will have the opportunity to consider the choices and decisions they make with respect to individual conduct, citizenship, and aesthetics.

For a complete list of the PULs please visit: <http://www.iport.iupui.edu/selfstudy/tl/puls/>

#### **The primary PUL for this course is PUL 5: Understanding Society and Culture**

Understanding Society and Culture: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Understanding society and culture is demonstrated by the student's ability to:

1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
2. analyze and understand the interconnectedness of global and local communities; and
3. operate with civility in a complex world.

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**Secondary course PULs are:**

### **PUL 3: Integration and Application of Knowledge**

Integration and Application of Knowledge: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. Integration and application of knowledge are demonstrated by the student's ability to:

1. enhance their personal lives;
2. meet professional standards and competencies;
3. further the goals of society; and work across traditional course and disciplinary boundaries.

### **PUL 6: Values and Ethics**

The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the student's ability to

1. make informed and principled choices and to foresee consequences of these choices;
2. explore, understand, and cultivate an appreciation for beauty and art;
3. understand ethical principles within diverse cultural, social, environmental and personal settings.

### **REQUIRED READINGS**

Smith, A. (2005). *Conquest: Sexual Violence and American Indian Genocide*. Cambridge, MA: South End Press.

Nabokov, P. (2000). *Native American Testimony: A Chronicle of Indian-White Relations from Prophecy to the Present, 1492-2000, Revised Edition*. New York, NY: Penguin Books.

Champagne, D. (1999). *Contemporary Native American Cultural Issues*. New York, NY: AltaMira Press.

[Additional required readings, media files, or other supplementary course information will be made available under "Resources" in OnCourse.]

### **COURSE REQUIREMENTS**

*Please note that we will utilize OnCourse extensively for this class, including assignments, papers, projects and exam. If you have not before, please familiarize yourself extensively with OnCourse. If you need assistance or have questions please consult UITS at (317) 274-HELP, or the instructor.*

#### **Critical Reading Analyses (CRA)**

Each week students will be assigned a required reading. After students have completed the full reading, they will be required to analyze the reading using a very specific critical

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reading tool called the “Critical Wheel of Thinking,” which considers eight elements of reasoning. Students will bring the reading and their analysis to class as part of our group discussion and class direction. Students who do not complete the CRA prior to the class period will not earn the twenty (20) points. No make-up is allowed. Each of the ten analyses is worth twenty (20) points each for a total possible point total of two hundred (200) points. This constitutes twenty percent of your class grade. [An assignment guide is available in OnCourse under the “Resources” section.]

### **Addressing Stereotypes (Midterm Project)**

As a way of addressing one’s own personal understanding, interpretations, and biases, students will engage with the first few weeks of readings, discussions and activities to write a reflection using the “DEAL” method (Describe, Examine, and Articulate Learning) as a means of examining the history of Native (mis)representation in education, history, media and how these influences have shaped an understanding of “the Native.” There are two components to this project: a worksheet worth fifty (50) points as well as a written paper that is worth one hundred fifty (150) points for a total possible of two hundred (200) points, or twenty percent of the class grade.

### **Jaguar Pride Group Paper & Poster Presentation**

Students will work in groups to examine any one particular aspect of the social, political or cultural issues faced by Indigenous people in North America. The goal for the overall paper is for students to compose a comprehensive research paper that utilizes primary sources to share the history, policy, impact and contemporary reverberations of that aspect. Students may choose a theme from the course syllabus, or any they might consider, though all require instructor consideration. A final paper will be submitted as well as a poster presentation that students will give to class at the end of the semester. Posters may be considered for extra credit if the group would like to participate in the IUPUI Native American & Indigenous Studies Education Conference.

*Each* student will be required to complete an outline, annotated bibliography, and 4-5 pages as part of a cohesive, well-written and well-developed essay with two citations from the required readings and three more refereed research references. In order to facilitate the groups’ positive forward movement, a progress report and peer evaluation are also mandatory requirements. The essay is worth one-hundred (100) points; the five components are worth twenty (20) points each; the assignment is worth twenty (20) percent of the total course grade. [Full details are available on the “Jaguar Pride Group Assignment” document in the OnCourse “References” section.]

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*Journals to Consult:* Commonly used Native journals include: American Indian Culture and Research Journal, American Indian Quarterly, Native American and Indigenous Studies Review, Native Studies Review and Wicazo Sa Review. In addition, student scholars may draw on research from a multitude of other disciplines such as anthropology, history, sociology, etc. [This information is available in the “Library Resources” section of our OnCourse site.]

### Course Exams

There will be two essay examinations in this course via OnCourse, a mid-term and a final exam. Students will be asked to reflect on course content, discussions, activities, and their own progress through the semester. Each of the two exams will consist of five questions designed to assist students to direct and focus their writing. These questions will be worth up to twenty (20) points each for a total of one hundred (100) points. Students will offer their reflections over a two-hour period via OnCourse. Higher grades are awarded to those who demonstrate a thorough understanding of the topics, theories and content discussion, proper use of communication terminology, provide personal reflection and examples from their own lives and utilize appropriate essay format with consideration for grammar, punctuation, and spelling. The class will not meet during those days and students may take the test any time within the 24-hour examination period via OnCourse.

### In-Class Engagement with Activities, Assessments and Assignments

Students will be required to be engaged in activities and assignments throughout each class period during the course of the semester. These assignments will correspond with the chapter material and course content and widely vary from readings to writing activities to group activities and class assessments. This work is pivotal to enhanced understanding and both individual contribution and group work and will be counted as part of the participation grade, which constitutes twenty percent of the course evaluation.

### Extra Credit

**WITHOUT EXCEPTION ~ Prior approvals from the instructor are required for ALL extra credit opportunities!!** Extra credit is given to students willing to push past their own perceptions in order to gain greater understanding through experiential learning. There are a few ways to earn extra credit. The instructor will share several campus and community opportunities throughout the semester. Also, students can

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earn up to five extra credit points for attending a Native American campus program or community event. Each student is limited to a maximum of ten (10) extra credit points. Extra credit forms must be uploaded to OnCourse or WILL NOT be counted. If not otherwise noted specifically - ALL extra credit must be complete and submitted two weeks before the final exam.

### EVALUATION AND GRADING

The following assignments will be used to assess your learning in this class:

Critical Reading Analyses	200 (10 analyses @ 20 points each)
MidTerm Project	200
Jaguar Pride Assignment	200 (Group contract-20pts; outline-20pts; annotated bibliography-20pts; group progress report-20pts; final paper and presentation 100pts; and peer evaluation-20pts.)
Mid-Term Reflection	100
Final Reflection	100
Attendance	100
Participation	100
<b>Total</b>	<b>1000 pts.</b>

Student work in this course will be graded on the conventional A+/- F scale used at IUPUI within the IU School of Liberal Arts Department of Communication Studies.

MINIMUM PERCENTAGE		
A+ 100%	A 91%	A- 87%
B+ 84%	B 81%	B- 77%
C+ 74%	C 71%	C- 69%
D+ 67%	D 65%	D- 64%
F< 63%		

Grading Scale: Initial grades will be determined based on total point/percentages accumulated.

### COURSE POLICIES

#### Attendance

Regular attendance is expected and will be taken every class. Excessive absences will be detrimental to your grade. Being more than ten minutes tardy or leaving more than ten minutes early will result in an absence. The exams will be largely influenced by our class

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discussions and assessments, so it is in your best interests that you schedule any appointments, interviews, other class activities, etc. outside our meeting time. Therefore, your regular attendance and participation will be beneficial to you as well as the class as a whole. It is strongly urged and recommended to email the instructor if you are unable to attend class. Please note additionally that merely emailing instructor is NOT enough to compel an excused absence.

If you must miss class due to an emergency, please note that an absence will be excused ONLY if **written medical or compelling personal documents are provided to instructor**. All written documentation for absences must be turned into the instructor **no later than one week after the student's last absence** in order to be considered an excused absence. If a student knows in advance that she or he must miss a class, she or he must check with the instructor prior to the absence. Students will receive **TWO FREE ABSENCES**. After the first two free absences, you will receive a **five point deduction** for each absence thereafter. ATTENDANCE AT PRESENTATIONS IS MANDATORY.

### Class Cancellations

If classes must be canceled for any reason – either instructor emergency OR adverse weather, every attempt to make an announcement on OnCourse will be made. Also, a notice will be placed on the door to our classroom. For severe weather, make sure you have signed up for **JagAlerts!** [A link to the JagAlerts information is available in the “Resources” tab in OnCourse.]

### Participation

Participation is essential to the success of this course. Participation, however, takes many forms. Since my teaching style is largely student-based rather than instructor-based, it is extremely important that you come to class prepared, having done all of the readings and assignment and ready to engage in class.

Listening respectfully and intently to others is just as important as contributing to discussions. The approach that we will take as a class will be one of a cooperative learning environment. Individually, you will be part of a cooperative group of three to four people formed the first weeks of class. You are responsible for reading the assigned material before discussion. You are expected to be and remain awake, engaged and active during class. You are relied upon for sharing class materials and interpretations and whatever else is necessary for the entire group to be 'up-to-speed' at all times.

It is expected that you are interdependent: This class relies on active participation. Your learning in this course is dependent upon the level of responsibility that you choose to take for yourself and for your colleagues. In other words, this class will be as useful and rewarding as



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you choose to make it. Having an awareness of your participation is what's most crucial. Too much talking is just as detrimental to the class as not contributing at all. Please also help to create an environment in which everyone feels free to participate.

In addition, participation means being actively involved in learning and incorporating what you've learned into your life. Demonstrating a use of the materials (in your life outside of class) in your weekly analyses, assignments and reflection can be considered another way to participate, and will be reflected in your grade. This does not, however, relieve you of your responsibility to participate IN class!

### Statement on Diversity

All thoughtful and respectful observations are welcome. Both you and I should do our best to listen with respect to what any class member has to say. I will not tolerate discrimination or intolerance in the classroom on the basis, for example, of age, sexual preference, religious beliefs, disability, race, or ethnicity. This, by the way, is merely a restatement of expectations set forth in the Student Code of Conduct with regard to the respect you give your classmates, your texts, and your professor.

PLEASE NOTE: It is expected that any student who may need an accommodation for any sort of disability should immediately contact me so that together we may provide the necessary arrangements for your success in this course.

### Plagiarism and Academic Integrity

Plagiarism and cheating are major academic offenses; consequently, I will **strictly** enforce University policy regarding plagiarism and any other unethical behavior, including cheating, as explained in the Student Code of Conduct at [http://life.iupui.edu/help/docs/Part\\_3all.html](http://life.iupui.edu/help/docs/Part_3all.html). See me if you are not sure whether you are citing others' work appropriately or if you are unfamiliar with University regulations on these matters.

### Late Assignments and Make-Up Exams

Unless you have made specific arrangements with the instructor for an extension beforehand, written assignments that are not turned in on the assigned due date or incomplete/disregarded assignments or reflections will not be accepted.

### Classroom Conduct

*Laptops/Portable computers:* It is expected that any use of computers during class will be for the express use of taking notes. Please respect your classmates and professor and note that any abuse could result in the loss of privileges.

*Devices:* It is permitted to use electronic devices in the course of class for learning. It is expected that you would either turn off or mute any cell phones, PDAs, handhelds, etc. during

## IUPUI Form for Creation of a New Minor

class. If you are expecting an emergency call, please respect your classmates and professor and act accordingly.

*Food/Drink:* While sodas and snacks are permitted in class, please respect the environment and clean up after yourselves.

*Honesty:* The purpose of this policy is to encourage a mature attitude toward learning, to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory, and homework. Cheating is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to attain products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. As noted earlier, *plagiarism is grounds for academic misconduct*. Any student caught cheating on an exam or using someone else's speech outline, notes, or research will be given an "F" for the assignment and/or the course.

*Behavior/Discipline:* An important aspect of any classroom is how students behave or conduct themselves in class. Some behaviors are inappropriate for college students. Primarily, behaviors which disturb other students while lectures are in progress, when other students are asking questions, especially while other students are accomplishing assigned work. Do not expect the faculty member to warn you about such behavior. Such behavior will lower your course grade as much as a letter grade per occurrence; eventually a faculty member may ask you to leave the class. When asked to leave the class, the student cannot return without either the permission of the professor or the dean of the college.

*Sexual Harassment Policy:* It is the policy of IUPUI to prohibit sexual harassment. Sexual Harassment is a form of sexual discrimination and constitutes a violation of federal and state law.

### IUPUI STUDENT RESOURCES

JagAlert – Emergency Preparedness; (317) 278-1600. <http://www.iupui.edu/~prepared>. Update your personal information under the "Notifications" tab in OnCourse in order to be contacted during campus emergencies.

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Adaptive Educational Services (AES): Taylor Hall – 815 Michigan Street; (317) 274-3241.  
<http://www.iupui.edu/~diversity/aes/>. AES coordinates support services and academic accommodations for students with documented disabilities.

Child Care: IUPUI Center for Young Children - 321 Limestone; (317) 274-3508. <http://cccenter@iupui.edu>. If it becomes necessary for you to bring your child to class, please have a blanket, some food and toys to keep him/her occupied.

University College (UCOL): Taylor Hall - 815 W. Michigan Street; (317) 274-2237. <http://uc.iupui.edu>. UCOL offers a variety of supportive opportunities for newly enrolled students to aid in retention.

Counseling and Psychological Services (CAPS): 620 Union Drive Suite 418; (317) 274-2458.  
<http://life.iupui.edu/caps/>.

IUPUI Registrar: Campus Center CE250; (317) 274-1519. <http://registrar.iupui.edu/drop.html>- Important Drop/Add Dates.

Writing Center: Cavanaugh Hall CA427; (317) 278-8171. <http://www.iupui.edu/~uwc/>. The IUPUI Write Center offers professional critique of student work for all writing abilities.

IUPUI Student Life – Student Advocate: Campus Center CE350; (317) 278-7594.  
<http://www.life.iupui.edu/advocate/>. Your student advocate can assist you with a wide range of services as a student at IUPUI.

Office of Student Involvement: Campus Center CE350; (317) 274-3931. <http://life.iupui.edu/ccl/>. CCL is the place to go for event planning, civic engagement, Greek life, leadership training, and student organizations.

IUPUI JagTag: Campus Center CE217; (317) 274-5177. <http://www.jagtag.iupui.edu/>. JagTag is the official form of identification for IUPUI and offers many discounts and conveniences.

IUPUI Multicultural Success Center: Taylor Hall UC115; (317) 278-8333. The IUPUI Multicultural Center celebrated its grand opening this summer and is open for all students.

IUPUI University Information Technology Services (UITS): Informatics and Communications Technology Complex IT129 - 535 W. Michigan Street; (317) 274-2444. <http://uits.iu.edu/>. For all your IT services and supports needs at IUPUI.

Office of Equal Opportunity (OEO): Union Building UC123; (317) 274-2306. <http://www.iupui.edu/~o eo/>. For any concerns with inconsistent or unfair treatment as it relates to race, color, national origin, religion, gender, age, disability or veteran status.

Student Health Services: Coleman Hall; (317) 274-8214. <http://www.iupui.edu/~iupuishc/>. IUPUI Health Services provides routine and acute care for the student population of the IUPUI campus and occupational health services to IUPUI student employees.

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PLEASE NOTE: The syllabus and schedule are changeable upon instructor discretion.

### TENTATIVE COURSE SCHEDULE

(From time to time there may be scheduling changes. Students will be given notice when these changes occur, both in class and through OnCourse. Please note that it is the student's responsibility to check our OnCourse site for the latest and most up-to-date information.)

DATE	DISCUSSION	ACTIVITY/S	ASSIGNMENT
Week 1	Introduction to the Class! Overview of course goals, pedagogy, themes and concepts.	Personal Introductions Assumptions & Expectations EXPLAIN CRAs	Read syllabus thoroughly!
Week 2	Unit 1 – Identity & Naming	Group Analysis of CRA1 Discussion EXPLAIN GROUP CONTRACT!	CRA 1 due!
	Unit 1 – Identity & Naming	Group Activity EXPLAIN MIDTERM PROJECT OUTLINE!	
Week 3	Unit 2 – Race, Ethnicity and American Indians	Group Analysis of CRA2 Discussion	CRA 2 due!
	Unit 2 – Race, Ethnicity and America Indians	Group Activity	
Week 4	Unit 3 – Stereotypes: The Nature of Prejudice	Group Analysis of CRA3 Discussion	CRA 3 due!
	Unit 3 – Stereotypes: The Nature of Prejudice	Group Activity Class Assessment Activity	
Week 5	Unit 4 – Indian History	Group Analysis of CRA4 Discussion	CRA 4 due!
	Unit 4 – Indian History	Group Activity Class Assessment Activity	
Week 5	Unit 5 – Indian Policy	Group Analysis of CRA5 Discussion	CRA 5 due!
	Unit 5 – Indian Policy	Group Activity Class Assessment Activity	
Week 7	Unit 6 – Indian Education	Group Analysis of CRA6 Discussion	CRA 6 due!
	Unit 6 – Indian Education	Group Activity	
<b>Week 8</b>	<b>MIDTERM PROJECT DUE!</b>		
Week 9	Unit 7 – Native Religions	Group Analysis of CRA7 Discussion	CRA 7 due!
	Unit 7 – Native Religions	Discussion Group Activity	

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Week 10	Unit 8 – Images of Indians in Popular Culture	Group Analysis of CRA8 Discussion EXPLAIN PROGRESS REPORT	CRA 8 (In-Class)!
Week 11	Unit 9 – Indian Activism	Group Analysis of CRA9 Discussion EXPLAIN ANNOTATED BIB!	CRA 9 Due!
	Unit 9 – Indian Activism	Group Activity Class Assessment Activity	
Week 12	Unit 10 – Indian Ecology	Group Analysis of CRA9 Discussion Group Activity	CRA 10 due!
	Unit 10 – Indian Economy	Group Analysis of CRA10 Discussion	
Week 13	Unit 11 – Indians in the 21 <sup>st</sup> Century	Group Analysis of CRA11 Discussion	
	Unit 11 – Indians in the 21 <sup>st</sup> Century	Group Activity Class Assessment Activity	
Week 14	Unit 12 – Indian Art	CLASS WILL MEET AT EITELJORG!	
Week 15	Group Poster Presentations	MANDATORY ATTENDANCE!	
	Group Poster Presentations	MANDATORY ATTENDANCE!	
	Group Poster Presentations	MANDATORY ATTENDANCE!	
Week 16	<b>Final Reflection Via OnCourse CL!!</b>	NO CLASS MEETING!	

PLEASE NOTE: The syllabus and schedule are changeable upon instructor discretion.

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Indiana University Purdue University Indianapolis

N101: Introduction to Native American & Indigenous Studies

## SYLLABUS MEMO OF UNDERSTANDING

### Student Information Sheet

Name: \_\_\_\_\_

Home City/State: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Major: \_\_\_\_\_

### HONOR PLEDGE

I have read the course syllabus completely and I understand and agree to the goals, objectives and requirements for this course. I understand that changes may be made at the instructor's discretion, but will always be available via our class OnCourse website.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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*Appendix Two (2)*

## **NAIS-N 396 (Section): SEMINAR IN NATIVE AMERICAN AND INDIGENOUS STUDIES Spring 2015—M & W: 10:30am - 11:45am, TBD**

Instructor: Charmayne 'Charli' Champion-Shaw  
Cell Phone: 317-752-5509 (ER's only please)  
Office Phone: 317-274-8356  
Office: [CA309/CA325] – By Appointment  
Office Hours: Mondays: 12:00 pm – 1:00 pm & Thursdays: 12:00 pm – 2:00 pm  
and by appointment  
E-Mail: [cchampion@iupui.edu](mailto:cchampion@iupui.edu) [Quickest Contact: via OnCourse!]  
PLEASE NOTE: The syllabus and schedule are changeable upon instructor discretion.

### **COURSE DESCRIPTION**

The Seminar of Native American & Indigenous Studies is designed to demonstrate your accumulated training in Native American & Indigenous Studies in a single original project of your choice, subject to the instructor's approval and under the additional supervision of a faculty mentor. Although the most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with the instructor of the course and the Native American & Indigenous Studies Director. The completed thesis or project should synthesize your learning throughout your Native Studies courses as well as an intentional and designed experience working with or for a specific Native population. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers and your mentor.

### **LEARNING OBJECTIVES**

By the end of the seminar students will be able to clearly articulate their research argument in a well-written and orally presented project.

#### **Learning Goals**

- To demonstrate acquired knowledge and perspective on Native American issues
- To improve skills in writing, oral presentation and research
- To recognize, explain, and juxtapose academic arguments within the context of your own research

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- To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position
- To conduct and respond to criticism through peer-review

### **PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)**

The Principles of Undergraduate Learning (PULs) are the essential ingredients of the undergraduate educational experience at IUPUI. These six principles form a conceptual framework for all students' general education but have also been utilized as the structure of this course. There is a dedicated focus on creating opportunities for students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience. Students will engage in a process of disciplined thinking that informs beliefs and actions and then use that information and those concepts to relate to other disciplines in their intellectual, professional, and community lives. Finally, students will have the opportunity to consider the choices and decisions they make with respect to individual conduct, citizenship, and aesthetics.

For a complete list of the PULs please visit: <http://www.iport.iupui.edu/selfstudy/tl/puls/>

#### **The primary PUL for this course is PUL 5: Understanding Society and Culture**

Understanding Society and Culture: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

Understanding society and culture is demonstrated by the student's ability to:

1. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
2. analyze and understand the interconnectedness of global and local communities; and
3. operate with civility in a complex world.

#### **Secondary course PULs are:**

##### **PUL 3: Integration and Application of Knowledge**

Integration and Application of Knowledge: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. Integration and application of knowledge are demonstrated by the student's ability to:

1. enhance their personal lives;
2. meet professional standards and competencies;
3. further the goals of society; and work across traditional course and disciplinary boundaries.

##### **PUL 6: Values and Ethics**



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The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the student's ability to

1. make informed and principled choices and to foresee consequences of these choices;
2. explore, understand, and cultivate an appreciation for beauty and art;
3. understand ethical principles within diverse cultural, social, environmental and personal settings.

### REQUIRED READINGS

Matthews, B., & Ross, L. (2010.) Research methods: A practical guide for the social sciences. Pearson Education Limited, England.

Mihesuah, D. (2005). So you want to write about American Indians? A guide for writers, students and scholars. University of Nebraska Press, Lincoln, NE.

[Additional required readings, media files, or other supplementary course information will be made available under "Resources" in OnCourse.]

### COURSE REQUIREMENTS

*Please note that we will utilize OnCourse extensively for this class, including assignments, papers, projects and exam. If you have not before, please familiarize yourself extensively with OnCourse. If you need assistance or have questions please consult UITS at (317) 274-HELP, or the instructor.*

**Class meetings:** The majority of time will be spent in working in groups with shared interests determined by your instructor. Students will be required to organize their participation with a specific Native community which must be approved by the instructor as part of their experiential learning. Time in class will be dedicated to student research, presentations and possible participation in the Annual American Indian Education Conference. In our class meetings, students will be expected to critique each other's assignments (the entire class or their respective group members). Throughout the semester students should also work with their mentors.

**Assignment Submission protocol:**

All assignments should adhere to the Style Sheet (which is available under "Resources" in OnCourse) and titled by surname and assignment title. Points will be deducted points if in a different format. Format includes: Post Expanded Research Statement, Literature Review, Methodology, Analysis and Complete Rough Draft Bibliography and Final Paper, and each should be posted under "Assignments."

**Peer review:** Critique and post your comments to your classmates' draft sections by the designated time on the syllabus. Provide a thorough critique and

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avoid neutral statements, such as “it is good,” or “it is bad.” Fully justify your input and follow the guidelines in Appendix I, which is found under “Resources.” There is no peer review for Methodology; however, you will read all your classmates’ drafts and come ready to discuss this assignment in class. Your comments will be shared in class and points will be assigned based on the quality of your comments.

- Attendance: Attendance will be taken. Any absence will negatively affect your grade. Absences must be accompanied by corroborating documentation. Late assignments will not be accepted unless circumstances are extenuating. Presentations and in-class critiques cannot be made up if missed.
- Reflection: Compose a 5-10 page reflection paper that addresses how your coursework and experience with working with the Native community has allowed you to gain insight into the Native American issues. You will use this reflection and any material you have collected during your time engaged with the Native community (i.e., photos, informal discussions with Native community members, media etc) as a springboard to strengthen the content of your capstone.
- Mentorship: You should identify an IUPUI faculty member who has expertise in a major aspect of your thesis. A list of Native American and Indigenous Studies affiliated faculty is available on the IUPUI American Indian programs web page, though you should feel free to approach faculty members not on this list. Doctoral students and AIs are not allowed as mentors; if unsure, check with the instructor. When approaching a potential mentor, you should share the handout on NAIS Mentor Guidelines (Appendix III). Mentors must meet with you at least three times during the semester: The first meeting is to discuss your project, the second is to review your bibliography, and the third is to review your full rough draft. Mentors should sign and date the Mentor Meetings form (Appendix III) confirming that each of the three meetings occurred. It is your responsibility to gather the signatures, guard the sheet and turn it in at the end of the semester. Your mentor must include comments on the rough draft in an e-mail to the instructor of N396. Mentors provide guidance to students, but course grades will be assigned by the instructor.

### SEMINAR PROGRESSION OF ASSIGNMENTS

- Assignment # 1: ***Reflection and Proposal***  
Come prepared to discuss your intention for experiential learning and perspective research project. An in-class exercise will help you outline how these two artifacts will help you in designing the content and structure of your capstone. The outline should address the following: (1) your thesis topic – choose a preliminary topic; (2) why your topic is important; and (3) why you should be the one to write this project. This assignment will be subject to peer critique in class. You will receive detailed written feedback on the validity and viability of your project.

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### Assignment # 2: ***Preliminary Bibliography***

In order to narrow and focus on your proposed research topic (see Assignment #3), you need to research relevant sources and/or expand in the bibliography you compiled for your proposal. After your meeting with the Liberal Arts Librarian, William Orme, you should compile a preliminary bibliography. Use between 25-30 sources. You can add and subtract later, but it has to reflect the major scholarly works in the field, both books and articles, as well as relevant theoretical literature. Use asterisks (i.e\*\*\*) to mark the 5 sources that are most valuable and salient to your research question. For these five sources, you should also include an annotation. You must demonstrate usage of Native sources in your bibliography and in your final essay (MINIMUM 5). The bibliography needs to be submitted in accordance with the APA style sheet provided (see Appendix II). You will use this bibliography to reference your whole paper. **This means that all the references in the bibliography must appear in your text.** This assignment has to also be reviewed by your mentor and it is *not* subject to peer critique.

### Assignment # 3: ***Expanded & Revised Research Statement***

This assignment should introduce the reader to the main aspects of your thesis and formulate your research questions. It should set the stage for the next phase of your thesis in the following manner: Choose a provisional thesis title, state what the project is about, what you hope to demonstrate, the significance of the project, how did this idea come about (optional), what kind of sources / theoretical framework will you be using to analyze your questions (also provide a preliminary evaluation of the sources you will be using), introduce a preliminary plan of your study including an initial division into sections/chapters.

Length: 750-1000 words. This assignment is subject to peer critique.

### Assignment # 4: ***Literature Review / Theoretical Background***

This assignment may draw from the content of your proposal but it has to be significantly expanded upon feedback received from the instructor, your mentor and your peers. Having compiled and read the appropriate bibliography, or most of it, you should now be able to provide the background for your topic, applying broad and narrow perspectives. Naturally, you are expected to use scholarly studies. This means no on-line encyclopedias! Thoroughly read the sources and avoid using the introductory pages as your only reference. For example: if your topic is about "Indian Child Welfare," your literature review should situate your narrow question into the broader context of human rights or education or poverty etc. You should not talk about a particular case or even reservation in this section of your

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paper. Some of the questions that should guide you when you are researching/compiling your literature review are:

1. What has been done thus far in the field?
2. Do you see any trends or shifts in the study of your topic?
3. What methodologies and approaches were applied? For example, *the issue was handled by such and such in his work... where he explored x (but not y); scholars relied too much on statistical analysis and less on oral testimonies; used theory a but not b; ignored or over-emphasized a comparative analysis, used one group/type of sources but not another, did or did not account for the bias in the sources used, etc. etc.*

Length: 1500-2000 words. This assignment will be subject to peer critique.

### Assignment # 5:

#### ***Methodology***

All of you are implicitly using some form of methodology. In your previous assignments you have emphasized other aspects of your scholarly inquiry: your research question identified *what you wish to explore* and your literature review evaluated *what has been done thus far* in the field (and in what manner). The methodology part answers the question *how* you intend to explore your topic. You may use a variety of approaches, ranging from textual analysis to statistical analysis, from lived experience and interviews to concrete theoretical evaluations, and so on. In this assignment you should demonstrate that you know not only what methods you employ. what are the strengths and weaknesses of these methods. Draw from your resources in INTL-I315, Methods in International Studies, to better understand data collection and analysis. Research your specific methodology and provide relevant references. If you are using a case study approach, for example, you may wish to consult Robert Yin's work. The methodology also explores your case study in a wider context, which also ties your case to your theme in the major.

Length: 750-1000 words. This assignment is *not* subject to peer critique.

### Assignment # 6:

#### ***Case Study/Analysis of your data***

Here you provide all the details of your actual research study. This is the part of the thesis you will be most familiar with. Analyze and discuss your data in relation to the main question you proposed in the Expanded Research Statement and taking into consideration the literature you discussed and juxtaposed in your Literature Review. You should also contrast the results of your analysis to the

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methodology you have proposed to use. This is the part of your thesis that you zoom in the actual tribe/nation/issue you are interested in and discuss the relevance of the data in broader questions. We will discuss this assignment further in class.

Length: 2000-2500 words. This assignment will be subject to peer critique.

### Assignment # 7: **Summary**

#### ***Complete Rough Draft with Conclusions and an Executive***

Although this is not the final product, treat the rough draft as if it were. Structure your paper with titled sections, integrating your previous assignments into a single essay, expanding and altering them as needed. Pay attention also to editorial concerns (style, footnotes, etc., per our Style Sheet). In your conclusion, summarize the major points of the thesis, reflect upon relevant parts from the literature review, and indicate, if applicable, recommendations for further inquiry, be it of a scholarly or policy-related nature. This assignment is subject to peer critique.

The mechanics of the Executive Summary will be explained in greater detail later in the semester. Provide a cover page with the following information:

NAIS-N396 Seminar Thesis semester, year

Title of Thesis

Student Name

Instructor name

Mentor name

Organize the thesis as follows (additional details provided in class):

Executive Summary

Introduction

Literature Review

Methodology

Case Study/Analysis

Conclusions

References Cited

Appendixes (if any)

### Assignment # 8:

#### **Project presentation.**

You are required to submit an abstract to present your project either in class or at the Annual American Indian Education Conference. Your abstract should be submitted via the Oncourse. In the Abstract Submission Form specify whether you would prefer presentation or poster. If your abstract is not chosen to be part of the conference, you will present the results of your project in class.

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### **Presentation in class or at the American Indian Education**

**Conference.** Using Microsoft PowerPoint, Prezi or other type of presentation you will summarize your project to the class and possibly other faculty members, colleagues and your peers. Plan a 15-minute talk, guiding the audience through the contents of your work. Pay attention to form and style. Your presentation should be professional, informative, clear and concise. I will provide additional information later in the semester. This assignment is *not* subject to peer critique.

### **Poster presentation at the American Indian Education Conference.**

Your findings will be in the form of a well-organized and professionally printed poster. You should be present during the event to explain your poster to your peers, mentors, Native American Indigenous Studies faculty and the general student public.

Assignment # 9: **Final Paper with revised conclusions and executive summary.** You should revise your rough draft several times before submitting the final version. Historically, poor marks occur mostly because students did not heed to the advice and comments on the rough drafts given by the instructor, mentor and classmates. Your final paper should be professional and ready for publication. Previous papers are available as models for your papers – available upon request. This assignment is *not* subject to peer critique.

Assignment #10: **Plagiarism Test.** You are required to complete the online plagiarism tutorial at ([http://www.indiana.edu/~libinstr/Tutorial/Citing/citing\\_test.html](http://www.indiana.edu/~libinstr/Tutorial/Citing/citing_test.html) ). Take the self-test and e-mail me the results using the mechanism on the self-test.

## **STUDENT EVALUATION**

There are 1000 points attainable in the course. They are apportioned as follows:

Attendance.....	80 points
Mentor Participation.....	10 points
Section Drafts.....	150 points
Reflection and Proposal.....	10 points
Plagiarism Test.....	10 points
Research Statement.....	10 points
Bibliography.....	20 points
Literature Review.....	40 points
Methodology.....	10 points
Case Study.....	20 points

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Complete Rough Draft.....	100 points
Executive Summary.....	20 points
Final Paper.....	250 points
Revised Exec. Summary.....	20 points
Peer review.....	100 points
Research Statement.....	10 points
Literature Review.....	30 points
Rough Draft.....	40 points
Case Study.....	20 points
Project presentation.....	150 points
Content.....	50 points
Organization.....	50 points
Visuals.....	30 points
Timing.....	20 points
TOTAL.....	1000 points

### GRADE DISTRIBUTION

99-100% A+	78-79% C+	<59% F
93-98% A	73-77% C	
90-92% A-	70-72% C-	
88-89% B+	68-69% D+	
83-87% B	63-67% D	
80-82% B-	60-62% D-	

### COURSE POLICIES

#### Attendance

Regular attendance is expected and will be taken every class. Excessive absences will be detrimental to your grade. Being more than ten minutes tardy or leaving more than ten minutes early will result in an absence. The exams will be largely influenced by our class discussions and assessments, so it is in your best interests that you schedule any appointments, interviews, other class activities, etc. outside our meeting time. Therefore, your regular attendance and participation will be beneficial to you as well as the class as a whole. It is strongly urged and recommended to email the instructor if you are unable to attend class. Please note additionally that merely emailing instructor is NOT enough to compel an excused absence.

If you must miss class due to an emergency, please note that an absence will be excused **ONLY if *written medical or compelling personal documents are provided to instructor***. All written documentation for absences must be turned into the instructor ***no later than one week after the student's last absence*** in order to be considered an excused

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absence. If a student knows in advance that she or he must miss a class, she or he must check with the instructor prior to the absence. Students will receive **TWO FREE ABSENCES**. After the first two free absences, you will receive a **five point deduction** for each absence thereafter. ATTENDANCE AT PRESENTATIONS IS MANDATORY.

### Class Cancellations

If classes must be canceled for any reason – either instructor emergency OR adverse weather, every attempt to make an announcement on OnCourse will be made. Also, a notice will be placed on the door to our classroom. For severe weather, make sure you have signed up for **JagAlerts!** [A link to the JagAlerts information is available in the “Resources” tab in OnCourse.]

### Participation

Participation is essential to the success of this course. Participation, however, takes many forms. Since my teaching style is largely student-based rather than instructor-based, it is extremely important that you come to class prepared, having done all of the readings and assignment and ready to engage in class.

Listening respectfully and intently to others is just as important as contributing to discussions. The approach that we will take as a class will be one of a cooperative learning environment. Individually, you will be part of a cooperative group of three to four people formed the first weeks of class. You are responsible for reading the assigned material before discussion. You are expected to be and remain awake, engaged and active during class. You are relied upon for sharing class materials and interpretations and whatever else is necessary for the entire group to be 'up-to-speed' at all times.

It is expected that you are interdependent: This class relies on active participation. Your learning in this course is dependent upon the level of responsibility that you choose to take for yourself and for your colleagues. In other words, this class will be as useful and rewarding as you choose to make it. Having an awareness of your participation is what's most crucial. Too much talking is just as detrimental to the class as not contributing at all. Please also help to create an environment in which everyone feels free to participate.

In addition, participation means being actively involved in learning and incorporating what you've learned into your life. Demonstrating a use of the materials (in your life outside of class) in your weekly analyses, assignments and reflection can be considered another way to participate, and will be reflected in your grade. This does not, however, relieve you of your responsibility to participate IN class!



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### Statement on Diversity

All thoughtful and respectful observations are welcome. Both you and I should do our best to listen with respect to what any class member has to say. I will not tolerate discrimination or intolerance in the classroom on the basis, for example, of age, sexual preference, religious beliefs, disability, race, or ethnicity. This, by the way, is merely a restatement of expectations set forth in the Student Code of Conduct with regard to the respect you give your classmates, your texts, and your professor.

PLEASE NOTE: It is expected that any student who may need an accommodation for any sort of disability should immediately contact me so that together we may provide the necessary arrangements for your success in this course.

### Plagiarism and Academic Integrity

Plagiarism and cheating are major academic offenses; consequently, I will **strictly** enforce University policy regarding plagiarism and any other unethical behavior, including cheating, as explained in the Student Code of Conduct at [http://life.iupui.edu/help/docs/Part 3all.html](http://life.iupui.edu/help/docs/Part%203all.html). See me if you are not sure whether you are citing others' work appropriately or if you are unfamiliar with University regulations on these matters.

### Late Assignments and Make-Up Exams

Unless you have made specific arrangements with the instructor for an extension beforehand, written assignments that are not turned in on the assigned due date or incomplete/disregarded assignments or reflections will not be accepted.

### Classroom Conduct

*Laptops/Portable computers:* It is expected that any use of computers during class will be for the express use of taking notes. Please respect your classmates and professor and note that any abuse could result in the loss of privileges.

*Devices:* It is permitted to use electronic devices in the course of class for learning. It is expected that you would either turn off or mute any cell phones, PDAs, handhelds, etc. during class. If you are expecting an emergency call, please respect your classmates and professor and act accordingly.

*Food/Drink:* While sodas and snacks are permitted in class, please respect the environment and clean up after yourselves.

*Honesty:* The purpose of this policy is to encourage a mature attitude toward learning, to establish a sound academic morale, and to discourage illegitimate aid in examinations,

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laboratory, and homework. Cheating is defined as using or attempting to use, giving or attempting to give, obtaining or attempting to attain products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. As noted earlier, *plagiarism is grounds for academic misconduct*. Any student caught cheating on an exam or using someone else's speech outline, notes, or research will be given an "F" for the assignment and/or the course.

*Behavior/Discipline:* An important aspect of any classroom is how students behave or conduct themselves in class. Some behaviors are inappropriate for college students. Primarily, behaviors which disturb other students while lectures are in progress, when other students are asking questions, especially while other students are accomplishing assigned work. Do not expect the faculty member to warn you about such behavior. Such behavior will lower your course grade as much as a letter grade per occurrence; eventually a faculty member may ask you to leave the class. When asked to leave the class, the student cannot return without either the permission of the professor or the dean of the college.

*Sexual Harassment Policy:* It is the policy of IUPUI to prohibit sexual harassment. Sexual Harassment is a form of sexual discrimination and constitutes a violation of federal and state law.

### IUPUI STUDENT RESOURCES

JagAlert – Emergency Preparedness; (317) 278-1600. <http://www.iupui.edu/~prepared>. Update your personal information under the "Notifications" tab in OnCourse in order to be contacted during campus emergencies.

Adaptive Educational Services (AES): Taylor Hall – 815 Michigan Street; (317) 274-3241. <http://www.iupui.edu/~diversity/aes/>. AES coordinates support services and academic accommodations for students with documented disabilities.

Child Care: IUPUI Center for Young Children - 321 Limestone; (317) 274-3508. <http://cccenter@iupui.edu>. If it becomes necessary for you to bring your child to class, please have a blanket, some food and toys to keep him/her occupied.

University College (UCOL): Taylor Hall - 815 W. Michigan Street; (317) 274-2237. <http://uc.iupui.edu>. UCOL offers a variety of supportive opportunities for newly enrolled students to aid in retention.

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Counseling and Psychological Services (CAPS): 620 Union Drive Suite 418; (317) 274-2458.  
<http://life.iupui.edu/caps/>.

IUPUI Registrar: Campus Center CE250; (317) 274-1519.  
<http://registrar.iupui.edu/drop.html>- Important Drop/Add Dates.

Writing Center: Cavanaugh Hall CA427; (317) 278-8171. <http://www.iupui.edu/~uwc/>. The IUPUI Write Center offers professional critique of student work for all writing abilities.

IUPUI Student Life – Student Advocate: Campus Center CE350; (317) 278-7594.  
<http://www.life.iupui.edu/advocate/>. Your student advocate can assist you with a wide range of services as a student at IUPUI.

Office of Student Involvement: Campus Center CE350; (317) 274-3931.  
<http://life.iupui.edu/ccl/>. CCL is the place to go for event planning, civic engagement, Greek life, leadership training, and student organizations.

IUPUI JagTag: Campus Center CE217; (317) 274-5177. <http://www.jagtag.iupui.edu/>. JagTag is the official form of identification for IUPUI and offers many discounts and conveniences.

IUPUI Multicultural Success Center: Taylor Hall UC115; (317) 278-8333. The IUPUI Multicultural Center celebrated its grand opening this summer and is open for all students.

IUPUI University Information Technology Services (UITS): Informatics and Communications Technology Complex IT129 - 535 W. Michigan Street; (317) 274-2444. <http://uits.iu.edu/>. For all your IT services and supports needs at IUPUI.

Office of Equal Opportunity (OEO): Union Building UC123; (317) 274-2306.  
<http://www.iupui.edu/~o eo/>. For any concerns with inconsistent or unfair treatment as it relates to race, color, national origin, religion, gender, age, disability or veteran status.

Student Health Services: Coleman Hall; (317) 274-8214. <http://www.iupui.edu/~iupuishc/>. IUPUI Health Services provides routine and acute care for the student population of the IUPUI campus and occupational health services to IUPUI student employees.

PLEASE NOTE: The syllabus and schedule are changeable upon instructor discretion.

### **Tentative Course Schedule**

(From time to time there may be scheduling changes. Students will be given notice when these changes occur, both in class and through OnCourse. Please note that it is the student's responsibility to check our OnCourse site for the latest and most up-to-date information.)

Week 1            Course Introduction Read Introduction and Chapter A1  
Should have mentor chosen

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Week 2	Peer review groups assigned Discussion and critique Reflection and Proposal Topic: How to form a research question Activity: create an outline for your proposed project Plagiarism Test due Read Chapters A2-A4 Upload your Proposal and Reflection onto Oncourse two days prior to class First meeting with mentor to discuss project and receive feedback on proposed outline
Week 3	Library Session with William Orme Consult chapter A3 Start compiling and/or expanding on your bibliography
Week 4	Preliminary Bibliography due Bibliography returned by instructor Work on Expanded Research Statement
Week 5	Discussion and critique of Expanded Research Statements Topic: Reviewing the literature and choosing research methods Expanded Research Statement due Read chapters B1-B4 For questions regarding particular methods consult chapters C1-C9 Bring copies of your Expanded Statement to class Choose Presentation Option
Week 6	Work on Literature Review and Methodology
Week 7	Critique of literature reviews Literature Review due Post comments on group members' lit reviews online in Forums Second meeting with mentor to approve bibliography and comment on literature review
Week 8	Critique of methodology Topic: Data analysis Methodology due Read chapters D1-D7 Work on case study
Week 9	Work on case study
Week 10	Critique of Case Studies Case Study due Post comments on group members' Case Studies online in Forums Read chapter D10 Work on rough draft
Week 11	Work on rough draft
Week 12	Rough Draft due Work on presentation
Week 13	Discussion and critique of Rough Drafts Post comments on group member's rough drafts online in Forums Rough Drafts returned Third meeting with mentor to approve rough draft – revise accordingly Work on your final paper
Week 14	In class Presentations

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Work on your final paper

American Indian Education Conference

Week 15      In class Presentations  
                  Final Paper due on last class during free week  
Week 16:     Exam week

Indiana University Purdue University Indianapolis

N396: Seminar in Native American and Indigenous Studies

### SYLLABUS MEMO OF UNDERSTANDING

#### Student Information Sheet

Name: \_\_\_\_\_

Home City/State: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Major: \_\_\_\_\_

#### H O N O R   P L E D G E

I have read the course syllabus completely and I understand and agree to the goals, objectives and requirements for this course. I understand that changes may be made at the instructor's discretion, but will always be available via our class OnCourse website.

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Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_