

EDU 494/EDCI 594: A Theoretical Framework for Applying Native American Culture in Education

Classroom: COE 407

Class Dates & Time: June 25-29, 2018; 8:00 AM-12:00 Noon & 1:00 PM-6:00 PM

Instructors:

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Couse Description

This course provides a theoretical framework and analysis of Native American education in Montana within a cultural context, including discussion of “Indian Education for All” and application of the seven Essential Understandings Regarding Montana Indians. It integrates economic, educational, and cultural perspectives affecting Native Americans and examines the history and governmental policies in Montana. This course will assist the participant in bringing Native culture to the curriculum.

Participant Learning Outcomes

The participant successfully completing this course will be able to...

- Identify and analyze a theoretical framework for applying Native American culture in education with the development of an experience paper on the role relationships can play in the development of curriculum.
- Demonstrate an application of the Essential Understandings within a cultural context with group discussions and presentations on cultural determinants and change agents.

Required Resources: Please bring your own laptop, iPad, or tablet that will connect to the internet.

Required Websites and Documents:

- Websites, videos and online resources will be available online.

Addendums/changes to the syllabus will be distributed to the participants in class in advance of any change.

DAY 1: June 25, 2018

8:00 AM-12:00 Noon:

- Introductions
- Course Outline-Review of Syllabus
- Tribal Critical Race Theory
- The Plains Native Culture

1:00 PM-6:00 PM

- The Plains Native Culture
- Environmental Determinants of Culture
- Wrap Up-Homework
- Graduate credit meeting

DAY 2: June 26, 2018

8:00 AM-12:00 Noon:

Opening
Pan Indianism
Social and Economic Determinants of Culture

1:00 PM-6:00 PM

Establishing Urban Indian Relationships: Rocky Mountain Tribal Leaders Council & Native American Development Corporation
Reviewing the Research, part I
Wrap Up-Homework

DAY 3: June 27, 2018

8:00 AM-12:00 Noon:

Opening-
Establishing Relationships with Tribal Nations-Northern Cheyenne Reservation Visit
Journaling Time

1:00 PM-6:00 PM

Establishing Relationships with Tribal Nations Crow Reservation Visit
Discussion and Debriefing
Journaling Time

DAY 4: June 28, 2018

8:00 AM-12:00 Noon:

Opening
Reviewing the Research, part II
Analyzing the Research

1:00 PM-6:00 PM

Sovereignty and Government
Development of Group Presentations
Wrap Up-Home work

DAY 5: June 29, 2018

8:00 AM-12:00 Noon:

Opening
Today's Youth as Warriors and Change Agents

1:00 PM-6:00 PM

Group Presentations
Wrap Up
Evaluation

Course Requirements

1. **Course Participation:** Students are required to be present each day and actively participate in group discussions and activities.
2. **Group Presentations:** Groups will be established, who will then develop 30 minute presentations on cultural environmental deterrents and change agents. Each member of the group will be responsible for developing and delivering a section of the presentation, which will consist of at least three slides.
3. **Establishing Relationships with Tribal Nations & Urban Indians:** We will be traveling to two Native organizations in the City of Billings, the Northern Cheyenne and Crow Reservations. These visits are a way for you to meet tribal people and to initiate relationships for future projects. You will also be gathering information for your group presentation.
4. **Experience Paper:** You will be expected to create three-3-5 page experience papers that will reflect your experience on the establishing relationships visits. The topic of your papers will be on the role relationships can play in the development of curriculum. The paper will also contain a plan of how you will build and maintain these relationships with the tribal people you met on the field trips. Your plan will include a timeline that will start within a month of the course date.
5. **Graduate Credit Requirement:** Students taking this course for graduate credit will be assigned a 7-10 page research paper. Written in APA Style, the paper will need to address the topic of applying Native American culture in education.

This course will be Pass/Fail only, students must accrue 80% of the total points to receive a Pass for the course. Following are the amount of points for each course requirement.

Course Participation: 10 morning & afternoon sessions over 5 days @ 10 points each=100 points

Group Presentations: Development & Presentation of at least 3 slides @ 100 points

Establishing Relationships Visits: Actively participate in 3 visits @ 50 points each=150 points

Experience Papers: Three-3-5 page papers @ 50 points each= 150 points

Total Points: 500 points

Graduate Credit Research Paper: 100 points

Total Graduate Credit Points: 600

Students with Disabilities: MSU Billings is committed to providing equal access. If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please

contact Disability Support Services (657-2283; located in the College of Education, Room 135). We can then plan how best to coordinate your accommodations.

Title IX Reporting Policy: If you or someone you know has experienced any form of violence, (relationship violence, domestic violence, sexual assault or stalking) MSUB offer's support! For a confidential advocate, please contact the Phoenix Center at (406) 794-3829 or stop into Student Health Services and ask for an advocate or counselor. MSUB staff that become aware of an incident are mandated to report all information to Title IX. More information can be found at: <http://www.msubillings.edu/studenthealth/phoenixcenter/>