

COURSE SYLLABUS 2018-19

FNS 225: Introduction to First Nations Studies: The Tribal World

<p>This course is affiliated with UW-Green Bay's College Credit in High School Program and is a dual credit offering. This following syllabus is based on the FNS 225 course offered at UW-Green Bay. The various standards that guide the First Nations Studies curriculum are incorporated within the class.</p> <p>I have included the UW-GB standards as an Appendix to the syllabus.</p>	<p>Instructor: Paul S.T. Rykken Black River Falls High School E-Mail: Paul.Rykken@brf.org Office: Room 251 Phone: 715-284-4324 (ext 2251) Course Number: 845 Elective: Grades 11-12 Semester Course: 1/2 Credit</p> <p>Fall Semester 2018-19 (4 September – 24 January) Block 2B 8:22-9:42: Normal Schedule 8:08-9:17: Friday Early Release Schedule</p>
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CLASS THEME

Historian Charles Wilkinson in his 2005 book Blood Struggle: The Rise of Modern Indian Nations makes the following observation: *"The Indian revival of the second half of the twentieth century deserves to be recognized as a major episode in American history. . . The fact of the progress, much less its extent and nature, is not commonly understood. Further, this is not a story of what federal officials have done for Indians. The visions and actions of Native Americans themselves created the deep change."*

History informs us that if we do not know who we were it becomes impossible to know who we are. Introduction to First Nations Studies: The Tribal World is a one semester class that explores the historical and cultural background and continued resilience of the Ho-chunk people of Wisconsin. Within that story, students research their own cultural identity and where they fit within the grand narrative of American history and the shared history of our region.

STUDENT EXPECTATIONS

In order for you to be successful with this experience, you will need to:

- Develop the skills related to Reflective Engagement
- Come to class regularly and on time
- Complete all the readings
- Participate in class discussions
- Maintain your CLASS JOURNAL as prescribed (written work)
- Complete the Š'aak wahara Project ("My Ancestors")

GUIDING PHILOSOPHY: The 6 R's

My philosophy of education has been influenced by many things. In my 40th year of doing this, 6 words that start with “R” seem to guide my efforts. The first three – Respect, Reciprocity, and Relationship – are drawn directly from First Nations traditions. We will talk about them more fully during our introduction to the class. The other three – Rigor, Responsibility, and Resilience – come from experiencing what works for students. The Roman teacher and philosopher Epictetus said that “Tentative efforts lead to tentative outcomes – therefore, give yourself fully to your endeavors.” You must be challenged in order to learn and you must be willing to immerse yourself fully in the subject matter in order to authentically understand it – that’s what I mean by Rigor. Along with that, you must be Responsible for your education. I cannot make you learn anything – you control that. Finally, Resilience is an essential trait for any student who is taking on the challenge of becoming educated.

ASSIGNMENTS AND ASSESSMENTS

READINGS

There will be a steady diet of reading for class. We will draw from a number of sources including primary and secondary sources. I will be working with you in class on the skills of discipline literacy (“close reading”) throughout the semester. The reading schedule is included on the course calendar. Two books will provide a foundation for the class:

Lowe, Patty. Indian Nations of Wisconsin: Histories of Endurance and Renewal (Second Edition). Madison: Wisconsin Historical Society Press. 2013.

We will read from Lowe’s book during first term as a survey of native people in Wisconsin and to place the Ho-Chunk story within that context.

Calloway, Colin G. New Worlds for All: Indians, Europeans, and the Remaking of Early of Early America. Baltimore: Johns Hopkins University Press. 2013.

Note: Portions of Calloway’s book will be read during second term for an in-depth look at how the interaction of Native and European cultures impacted our history into the present day.

VOCABULARY WORK

As we proceed through the material, you will be developing an understanding of essential vocabulary for this field of study.

LANGUAGE INFUSION

Throughout the semester, we will incorporate words and phrases from the Ho-Chunk language and you will be assessed on these verbally and in writing as we proceed.

JOURNAL WORK

Any of the written assignments I expect you to do will comprise your Class Journal grade. I will vary these assignments and we will utilize some of our class time for completing assignments.

S’AAK WAHARA PORTFOLIO

S’aak Wahara is Ho-Chunk for “My Ancestors” and you will be compiling a portfolio throughout

the semester that documents your efforts to learn more about your cultural heritage and family background. The final check on the portfolio will be during the final two weeks of class.

FINAL EXAM

At the end of semester, you will be completing a Final Exam that will include three parts: Vocabulary Knowledge, Essay Reflections, and an Oral Test.

EXPLANATION OF GRADING AND LATE WORK POLICY

The School Board adopted uniform guidelines for grading that go into effect this fall. The following explanation integrates those changes.

Basic Philosophy?

Expectations for the class need to be clear from the outset and grades should convey how well you handled the curriculum. Grades should be transparent and easily accessible by both you and your parents. Work habits essential to your future success, particularly responsibility for completing tasks on time, will be integrated into the grading scheme.

How Do You Build Your Grade?

Your semester grade is the one that shows up on your transcript as you move toward graduation. 40% of your grade will be comprised of formative assessments. These will include assignments and quizzes that enable me to see how well you are progressing through the material -- think of them as "practice." 60% of your grade will be comprised of summative assessments. These will include mid-semester and final exams and long-term projects. The goal is to give you ample opportunities to prove to me that you are comprehending what we are studying.

Your grade will be cumulative throughout the semester. This is our grading scale at BRFHS:

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	BELOW 60%

Can You Correct or Upgrade Your Work?

If it is practical to do so, you will have the opportunity to upgrade summative assessments. The following guidelines will apply:

1. Upgrades will need to be completed within 5 days of receiving your grade on the summative exam or project. You will have one opportunity for upgrade.

2. Formative assessments and/or homework related to the summative exam or project must be completed in order to have the opportunity for upgrade.
3. I will make the determination what the upgrade will look like. It may be the same test, or an alternate version, or something else that illustrates your mastery of the material.

How Will Late Work Be Handled?

Late work has become a problem within our school. We feel strongly that getting things done on time is an important soft skill for future education and employment. In addition, it is only logical that work is completed within the natural flow of the class and not weeks or even months beyond due dates -- otherwise your learning is disconnected with the teaching. Here are the guidelines regarding late work (these apply to formative assessments):

1. Late work will be accepted through the end of the unit of study during which the work was assigned.
2. Late work will not be worth no more than 50% of the original point value of the assignment.
3. If you are gone from school with an excused absence, you will have 2 days for each day gone for completing work.

Note: You may access the [full description of the new grading policy here! \(Links to an external site.\)](#)

COLLEGE CREDIT OPTION

This course is part of the CCIHS Program through UW-Green Bay ("College Credit in High School"). All students enrolled in the course will have the option of earning 3 college credits while earning .5 credit toward high school graduation. Cost of the college credit will be announced prior to our starting class and students will be required to pay by the announced deadline. The savings for students pursuing this option is significant and the class fulfills a diversity requirement as established by the UW system.

Realize that you will receive a grade for the class that will become part of your college transcript. The grading scale used by UW-Green Bay is as follows:

A	100-95%
A/B	94-89%
B	88-83%
B/C	82-77%
C	76-71%
CD	70- 65%
D	64-59%
F	58% and below

<p><i>Introduction to First Nations Studies: The Tribal World</i></p> <p>Fall Semester: 2018-19 Instructor: PST Rykken</p>	<p>Reading and Assignment Schedule</p> <p>Block 2B 8:22-9:42: Normal Schedule 8:08-9:17: Friday Early Release Schedule</p>
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<i>TERM 1: Introduction to First Nations Studies</i>	
Wednesday 5 September	Opening Day! Welcome to First Nations Studies!
5-21 September: Unit 1: Pre-Contact Period to 1634	
Friday 6 September	Read Lowe: Chapter 1
Wednesday 19 September	Read Lowe: Chapter 2
24 September – 10 October: Unit 2: 1634-1816: Contact to Treaty Era	
Tuesday 25 September	Progress Check: S'aak Wahara Project
Tuesday 9 October	Read Lowe: Chapter 4
11 October – 9 November: Unit 3: 1816-1874: Treaty Era and Removal Period	
Friday 19 October	Progress Check #2: S'aak Wahara Project
Thursday/Friday 25-26 October	No Classes
Wednesday 31 October	Read Lowe: Chapter 3 and one of 5-9 ** You will be assigned one chapter for our Talking Circle related to comparative tribal histories
Week of 5 November	Mid-Semester Exam
Friday 9 November	End of Term 1
<i>November is National Native American Heritage Month: Listen for Details!</i>	
<i>TERM 2: Endurance and Resilience: Indian Country Today</i>	
12-30 November: Unit 4: 1874-1963: Post-Removal Era to Federal Recognition	
Thursday 29 November	Part 1 of S'aak Wahara Project Due!
3-21 December : Unit 5: 1963-2019: Self-Determination Into the Present	
Friday 7 December	Read Calloway: Preface and Chapter 1
Friday 13 December	Progress Check: Part 2 of S'aak Wahara Project
Wednesday 19 December	Read Calloway: Chapter 5
22 December – 1 January	<i>Christmas Holiday Break: No Classes</i>
2-21 January: Unit 6: The Challenge of Cultural Revitalization	
Thursday 3 January	Progress Check #2: Part 2 of S'aak Wahara Project
Friday 11 January	Read Calloway: Chapter 9 and Conclusion
Thursday 17 January	Part 2 of S'aak Wahara Project Due!
Week of 21 January	Final Exams – Listen for Details!
Thursday 24 January	End of Fall Semester
Friday 25 January	No Classes

APPENDIX: UW-GREEN BAY: FIRST NATIONS STUDIES

The course being offered at Black River Falls High School as part of the CCIHS Program from UW-Green Bay is consistent with the mission and objectives as articulated within the First Nations Studies Program. I have included portions of that here for reference.

Program Mission

First Nations Studies is an interdisciplinary degree program that reflects the holistic world view of the indigenous people of Turtle Island (North America), providing a non-western approach to teaching and learning within the academy. First Nations Studies is committed to the study of First Nations culture, philosophy, history, language, and the social, economic, and political status of First Nations people and their communities. The program is designed to preserve and promote the sovereign identity of the indigenous people of North America, with an emphasis on the nations of the western Great Lakes. First Nations Studies incorporates the teaching and learning approaches of tribal people, offering students a new way to learn within the academy. The program places emphasis on the indigenous oral tradition as preserved and shared by tribal Elders.

Objectives and Student Outcomes

The learning objectives and student outcomes for First Nations Studies at UW Green Bay reflect the Standards for Instruction, Teacher Qualifications, and Course Content created and passed by the UW System American Indian Studies Consortium.

Objectives

To present First Nations knowledge from an indigenous perspective, placing emphasis on the oral tradition, Elder epistemology, and oral scholars. Thus, information and knowledge reflect traditional (pre-contact) tribal protocols, whereby stories, images, objects, and artifacts are treated respectfully and not simply used for the convenience of students and faculty.

To teach First Nations Studies core knowledge while reflecting a holistic tribal world view, a world view which includes the concept of sacred or spiritual practice. First Nations Studies core knowledge is organized into Four Pillars of Learning. Courses in FNS reflect the Four Pillars: History (precontact, contact, contemporary periods), Sovereignty, Laws and Policies, Indigenous Philosophy and Intellectual Traditions.

To maintain and promote tribal oral knowledge in the traditional way of learning and interacting by working in tribal communities in the time-honored way of providing service through the use of skills and knowledge including acceptable research, scholarship, and useful publications.

To provide students with oral traditional teaching and learning opportunities in the classroom and within a tribal setting.

To provide suitable instruction, information and process to students and instructors of students in other disciplines in an effort to fulfill the requirements of Act 31.

Student Outcomes

Oral Tradition & Elder Knowledge

1. Students will work with Elders in a tribal setting.
2. Students will demonstrate oral traditional learning, listening, and remembering skills.
3. Students will demonstrate the tribal values of respect, reciprocity, relationship, and responsibility.
4. Students will take part in and demonstrate an understanding of Elder epistemology.
5. Students will demonstrate protocols for learning and working in a tribal setting.
6. Students will take part in participatory learning and will discuss the form and function of this traditional teaching/learning approach.

History - Precontact, Contact, Contemporary Eras

1. Students will demonstrate an understanding of First Nations history in each of the three eras – precontact, contact, and contemporary.
2. Students will demonstrate an in-depth developed historical awareness of the history of one nation in Wisconsin.
3. Students will draw upon the oral tradition in the study of history.
4. Students will use electronic and written sources in their study of history.
5. Students will identify the political, economic, and social status of First Nations in each of the three historical eras.

Sovereignty

1. Students will define and understand precontact tribal sovereignty.
2. Students will explain the erosion and persistence of tribal sovereignty after contact.
3. Students will explain the federal trust relationship in the context of treaty-making.
4. Students will demonstrate an understanding of ways to promote and protect tribal sovereignty.
5. Students will understand and demonstrate personal sovereignty.

Laws and Policies

1. Students will understand and explain the major formal (congressional acts, court cases) and informal policies that make up the body of First Nations law.
2. Students will provide a critical analysis of the major formal and informal policies in #1 above.

3. Students will understand the powers and limitations of contemporary tribal governments.
4. Students will use electronic and written materials in their examination of laws and policies.

Indigenous Philosophy and Intellectual Traditions

1. Students will demonstrate an understanding of Elder epistemology in the oral tradition.
2. Students will learn in a tribal community setting.
3. Students will demonstrate an understanding of First Nations philosophical teachings.
4. Students will demonstrate an awareness of American Indian historical and contemporary intellectuals.
5. Students will demonstrate an understanding of First Nations values and their expression in a cultural context.
6. Students will explain internalized oppression and approaches to decolonization.

Language

1. Students will identify the major language families on Turtle Island and explain how languages change over time.
2. Students will understand the importance of language and cultural revitalization efforts.
3. Students will demonstrate some acquisition of a First Nations language.
4. Students will engage in language acquisition in a tribal setting.