2018

ETHN 201: Introduction to Native American Studies--A Benchmark Portfolio

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ETHN 201: Introduction to Native American Studies

A Benchmark Portfolio
Spring 2018

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Abstract

This portfolio traces the process of the design, teaching methods, and assessment tools I used in reconfiguring ETHN 201: Introduction to Native American Studies. “Introduction to Native American Studies” (INAS) is an introductory survey course taken either as an elective or as the foundation of a Native Studies minor. The class size is relatively small, capped at twenty-four students. Students who take this course come from a broad cross-section of disciplines in the College of Arts and Sciences and beyond, although perhaps the greatest portion comes from the Humanities. The course serves as an introduction to the interdisciplinary field of Native American Studies, exploring both the complexity and diversity of Native American experiences. Students learn about both historical and contemporary events and issues from Indigenous perspectives and develop new ways of thinking about and talking about—and with—Native Americans. This portfolio reflects the ongoing intellectual work behind ETHN 201: Introduction to Native American Studies (INAS). My goals for this portfolio are threefold: (1) to focus and refine the learning objectives of a course that serves as both the foundation of the Native American Studies minor and, for the majority of students, their only exposure to Native American issues and experiences; (2) to explore strategies for balancing content delivery (via lecture and readings) and student-driven discussions and analysis, as well as to evaluate the efficacy of teaching strategies and learning assessments more generally; and (3) to reflect on the course’s successes and shortcomings in enabling students to become autonomous researchers and thinkers.

Keywords: Native American Studies, Ethnic Studies, history, critical thinking, student research
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COURSE PORTFOLIO OBJECTIVES

This portfolio reflects the ongoing intellectual work behind ETHN 201: Introduction to Native American Studies (INAS). My goals for this portfolio are threefold: (1) to focus and refine the learning objectives of a course that serves as both the foundation of the Native American Studies minor and, for the majority of students, their only exposure to Native American issues and experiences; (2) to explore strategies for balancing content delivery (via lecture and readings) and student-driven discussions and analysis, as well as to evaluate the efficacy of teaching strategies and learning assessments more generally; and (3) to reflect on the course’s successes and shortcomings in enabling students to become autonomous researchers and thinkers.

Beyond preparing students for future academic work in the field of Native Studies, this course fills another, less-articulable goal: to make students want to know more about Native American people and perspectives in the real world. The course presents two major challenges. First, students lack basic historical knowledge related to Native American experiences. Second, students bring with them certain expectations for what a class on Native Americans is going to be about, and this course challenges what they have been taught in previous classes or by popular culture. I chose to focus on INAS because the first time I taught it, I did not successfully navigate these challenges. I struggled to motivate students to engage with course materials, both in and out of class. It was clear from student work and end-of-the-semester evaluations that students did not leave the class with the foundations of Native Studies. I joined the Peer Review of Teaching Program in search of tools to articulate what I was trying to do in the classroom—to myself, to my students, and to my colleagues. The skills I am developing in writing a portfolio for ETHN 201 will not only help me improve future iterations of this course but also help me become a more purposeful, reflective teacher and researcher.

COURSE DESCRIPTION

“Introduction to Native American Studies” (INAS) is an introductory survey course taken either as an elective or as the foundation of a Native Studies minor. The class size is relatively small, capped at twenty-four students. Students who take this course come from a broad cross-section of disciplines in the College of Arts and Sciences and beyond, although perhaps the greatest portion comes from the Humanities.

The course serves as an introduction to the interdisciplinary field of Native American Studies, exploring both the complexity and diversity of Native American experiences. Students learn about both historical and contemporary events and issues from Indigenous perspectives and develop new ways of thinking about and talking about—and with—Native Americans. The course satisfies both ACE 8 (“Use knowledge, theories, and analysis to explain ethical principles and their importance in society”) and ACE 9 (“Exhibit global awareness or knowledge of human diversity through analysis of an issue. Integrate these abilities and capabilities, adapting them to new settings, questions, and responsibilities”). The class generally attracts two types of students:
those who have no experience with Native American history or contemporary experiences, and
those who became interested in Native American Studies either because they are Indigenous or
they took another class on Indigenous issues. A significant minority of students will take further
classes to expand on the skills and knowledge they obtain in INAS as part of the Native
American Studies or Ethnic Studies minors.

The average student enters the course with very little historical knowledge of Native Americans
—and a lifetime’s worth of cultural misconceptions and stereotypes. INAS is designed to
deconstruct those misunderstandings and build new ones. The course learning objectives are
stated on the syllabus as follows:

- Objective 1: Identify and define key concepts in Native American Studies, including
  sovereignty, survivance, settler colonialism, and federal policy.
- Objective 2: Recognize and apply Indigenous perspectives of the past, present, and future.
- Objective 3: Recognize the enormous diversity of Native cultures and histories, as well as
  the shared experiences that have shaped them over time.
- Objective 4: Critically analyze how historical narratives are constructed and the role that
  power plays in crafting national narratives.
- Objective 5: Apply interdisciplinary methods and skills to research and share knowledge
  about Indigenous experiences.

These objectives reflect several overlapping priorities and concerns. As a survey course on a
diverse group of people with thousands of years of history, the course must cover considerable
ground. There are more than 560 distinct Indigenous nations in the United States alone, each of
them with unique culture, history, and contemporary problems. One of the primary goals of the
course is that students leave with an understanding of the diversity and complexity of Indigenous
experiences. For this reason, I devote a considerable portion of the analysis of student learning to
exploring student engagement with course readings, which provide many of the Indigenous-
centered perspectives in a way that lecture alone cannot convey. Moreover, the course seeks to
challenge dominant narratives that we often take for granted as absolute truth. There is an
assumption that Native American history happened a certain way: Europeans came in and took
over. Native Americans were all but destroyed. Those that exist today are a defeated remnant.
Using Indigenous perspectives and interdisciplinary research, this class challenges that narrative
and instead emphasizes the active presence of Native Americans in their own history. The course
encourages students to consider these issues from Indigenous perspectives, relying primarily on
readings by Indigenous authors. From popular culture to classrooms, Indigenous stories are
usually told from non-Indigenous perspectives and dominated by non-Indigenous voices and
ways of knowing.

Because students come into the class with limited historical knowledge, the course aims to
provide a historical timeline of the important events that have shaped Native American
experiences. The class starts by grounding students in Indigenous worldviews, including the
diversity of those views. From there, we explore several different themes such as land, including
various Indigenous relationships with land and the ongoing history of land-taking by the United
States, and assimilation policies and how Native Americans have survived them and fought back against colonial attempts to erase their identities. Because our final project, a collaborative research project, takes the form of public history, I included a unit on representation that starts with popular culture and builds from there to discuss monuments, museums, and public memory. The final content-driven unit explores the theme of tribal justice through the lens of violence against Native women. The course ends with students applying what they have learned throughout the course of the semester in a hands-on research project aimed at understanding and educating their local community.

Students spend the majority of their lives looking at the world from a Western, Euro-centric framework. This class seeks to disrupt that default. For Native students, it offers the opportunity to apply their worldviews in an academic context. For non-Native students, the course provides a foundation of understanding basic Native American Studies methodologies, including finding and recognizing Indigenous voice in Settler-dominated sources, questioning dominant narratives and focusing on Indigenous perspectives, and understanding the lived realities of sovereignty.

TEACHING METHODS/COURSE MATERIALS/COURSE ACTIVITIES

With enrollment capped at 24 students, INAS seems like the perfect opportunity for student-centered learning. The first time I taught this course, I chose not to lecture but rather to deliver content via readings and devote class time to student-led discussions. This approach left both students and me frustrated and convinced me that, especially when students have no background in Native American history, readings alone cannot provide a solid basis for factual knowledge. This semester, I combined both readings and lecture to deliver content while also integrating discussion, reflection, and collaborative research that provides students with opportunities to take ownership of their own learning and go beyond a superficial understanding of facts to think critically about what we were learning.

A Note about Course Organization

One of my unique challenges in teaching this course is that I also teach HIST 241: Native American History, a survey course that provides a chronological overview of Native American History. A handful of students will take both classes with me. This semester, two of my students were in both ETHN 201 and HIST 241 at the same time. An additional two students completed HIST 241 with me in Spring 2017. An introduction to Native American Studies and an overview of Native American history are two different courses with different goals and methodologies. However, there remains considerable overlap, especially when only some students take both classes and all students need to be introduced to foundational events, policies, and concepts.

Both classes have to include a basic timeline of federal policies such as treaties, removal, assimilation, termination, and self-determination, and both rely on many of the same key terms—sovereignty, settler colonialism, doctrine of discovery. My solution to minimize repetition and still cover the foundations was to divide INAS into six thematic units. This allowed me to move away from a strictly chronological model.
Each unit includes background information about significant terms, events, and policies as well as several specific examples from various periods in time to illustrate the main ideas of the theme, which I lay out for students the first day of the unit (see Fig. 1). I found this organization helpful in both making sure students grasped the basic historical facts they needed to understand contemporary events and allowing the space to think critically about Indigenous issues (see Analysis of Student Learning). It also builds flexibility into the course. I can change individual themes without having to redesign the entire course.

Content Delivery

Lectures

Lectures are perhaps the form of content delivery in which I am most confident. I use lectures, supplemented by slides, to present broad topics, supported by specific examples. Each lecture begins with an overview of the day’s goals (see Fig. 2) I make my slides available to students via
Canvas before each class. The slides are light on text and heavy on images. Most days, I mix lecture with small group activities and discussions of readings, trying to keep the lecture to 45 minutes maximum. I try to make lectures engaging, with lots of enthusiasm on my part, short video clips, and frequent questions. One strategy I used this semester, for instance, was to pause to have students reflect in writing on images of boarding school life before I talked about the surrounding context and gave detailed examples of student experiences. Due to the small class size, lectures can become more of a conversation. The downside here is that I find it more difficult to estimate the pacing of lectures, and I had too much content in several of my lectures.

I am relatively confident in the quality of my lectures because in end-of-the-semester evaluations, students have consistently rated my lectures above the department average, and my peer reviewers have also noted the quality of my lectures. Of course, I have yet to see this course’s evaluations, and every group of students responds differently. Assessments—especially the unit assessments and face-to-face final, demonstrate that students retained quite a bit of the big ideas from these lectures, although the majority of the class struggled more with providing specific examples. Based on my observations, about 3/4 the class took notes during lecture. When students brought their notes to the face-to-face final, I noticed that many of the students had incomplete notes or only copied down the information on the slides, word for word. In the future, I will consider giving students more guidance or resources on note-taking. However, I can conclude that regular lectures have helped with my goals of improving content delivery.

Readings

This course also relies on a variety of readings to deliver essential content. I use the term “readings” loosely. It includes not only scholarly texts and novels (reflecting the interdisciplinary of Native Studies) but also blog posts, websites, podcasts, social media posts, videos, and artwork. The main texts are *Everything You Know about Indians is Wrong*, a collection of essays written by Comanche scholar Paul Chaat Smith that address issues such as stereotypes, museums, and the history of Native Activism; *Tales of the Mighty Code Talkers, Vol. 1*, a graphic novel, written and illustrated by more than a dozen Native individuals of various tribal backgrounds, that relates stories of Native American experiences in the U.S. military throughout the twentieth century; and *The Round House*, a novel by Anishinaabe author Louise Erdrich that touches on the themes of violence against Native women, justice, and Anishinaabe survanch. I supplement these with other “readings” on specific topics within each theme.

Part of the reason why the readings in this class are so important relates to the course objective regarding Indigenous perspectives. Most of the readings have been created by Indigenous people or spotlight Indigenous voices. It is not enough for me to simply tell students about different Indigenous perspectives, especially since as a Native woman many students consider me biased; they need to see and hear these perspectives for themselves.

I will analyze student performance related to readings in more detail later, but motivating students to do their reading remains one of my biggest challenges as a professor. On the day that *Tales of the Mighty Code Talkers* was due, only 7 out of 23 students had their book with them in
class. It was clear from conversations as I moved around the room to small groups that barely half the class had read the book at all, despite the fact that the book is no more than 50 pages and is mostly pictures with very little text. Several of the groups thought the book was only about the Navajo in World War II, although the book actually mentions at least 8 different nations and extends from WWI to the Vietnam War. Another group couldn’t tell me what code talkers were. Those students who read *Code Talkers* found the graphic novel particularly impactful. Apart from *The Round House*, it was the most frequently mentioned reading during face-to-face finals. In contrast, students were more prepared to discuss *The Round House*, perhaps because I assigned a two-page reading response due the same day as our in-class discussion and worth a significant amount of points, a theory I examine in my analysis below.

**Visits and Guest Speakers**

With the objective of exposing students to diverse Indigenous perspectives in mind, I also incorporated a guest speaker and a visit to a Ho-Chunk artist’s exhibit at the Great Plains Art Museum. The guest speaker, local activist Leo Yankton, presented a more radical, politicized view than students had seen before, and he was able to talk firsthand about his time at the Standing Rock Water Protector camps as well as his experiences with poverty and racism. Students responded enthusiastically. “Leo’s talk today reminded me why I am taking this class. I want to make a difference in the lives of my family,” wrote one student in an optional reflection. Another student reflected, “I felt honored to hear Leo talk and I was honestly speechless when he finished. He gave me a lot to think about and even more to hopefully accomplish one day.” The guest speaker helped students make connections between class material and the real world that I could not have accomplished on my own. Additionally, on a mid-semester “Keep, Stop, Start” survey, a full half of the class asked for more guest speakers. Leo was the only speaker I invited this semester, although I encouraged students, using the enticement of extra credit, to attend other guest speakers on campus throughout the semester.
Similarly, students responded well to our visit to the Great Plains Art Museum. My goal for the visit was for students to see a detailed example of how Natives represent themselves and how that might differ from mainstream representations (related to Objective 4 about the stories we tell). The short written assignment students completed at the museum analyzing three specific works demonstrated that the excursion achieved the desired results for the majority of the students. Additionally, several students drew on the exhibit for content in their Unit 4 assessments (Fig. 3), and one student used it as the basis of their contribution to the Indigenous Lincoln project (http://scalar.usc.edu/works/indigenous-lincoln/where-to-learn---great-plains-art-museum).

The response this semester has made it clear that guest lectures and museum visits are effective methods of getting students to engage with course content and to meet the objectives of recognizing diverse Indigenous perspectives. In the future, I will have to be more deliberate about planning and inviting additional speakers.

**Small Group Research Activities**
The final strategy for delivering content that I used this semester is small group research activities. These took two forms: providing students with a particular document or set of documents to read or sending them to the Internet with a set of research questions. Students learned about oral traditions, for instance, by reading and analyzing a particular nation’s creation narrative in small groups and then sharing with the class. Later in the semester, rather than lecturing on twentieth-century activism, I created a research scavenger hunt for students to complete, giving them questions they had to find the answers to over the course of two class periods. The challenge here is that groups benefitted from this kind of content delivery unequally. The effectiveness seems to depend upon student effort and engagement. Some groups did the bare minimum or spent their time talking about unrelated issues, and they consequently did not gain the depth of knowledge of those groups who devoted their time and attention to their reading and research. This is perhaps unavoidable but does not, I believe, invalidate the usefulness of this kind of independent learning. Disappointingly, only 2 of 13 students who completed the Unit 3 assessment referenced this content at all, despite the fact that it comprised 1/3 of the unit’s content. A significant factor here may be that students often don’t think to take notes while they are working, especially if they are working in a group, and therefore they have nothing to look back on when they sit down to work on the unit assessments. Clearly, I need to emphasize that their independent research is “testable material” and perhaps think about providing more explicit grade-based incentives for this kind of work within their Contributions to Learning Culture (CLC) grades (see Appendix C: General Guidelines for Contributions to Learning Culture).

**Assessment and Critical Thinking Activities**

**In-Class Strategies**
My strategies for building on content and encouraging students to engage in critical thinking and demonstrate what they have learned incorporate both written and conversation-based work. This
takes three basic forms: individual reflection, small group discussion, and full class discussion. For individual reflections, I will pose a question—after watching a documentary, perhaps—that asks students first to share what they have learned and then to explore a moral question or connect to other class material. I collect their written responses. Although I look through them, I do not grade them beyond completion, which is perhaps an oversight, as I will cover in my discussion of inflated CLC grades below.

I rely most heavily on small group discussions and activities. They are useful for both delivering content, a mentioned above, and growing student learning beyond recitation of facts. Small group discussions are particularly helpful for encouraging students to process readings—as long as they have completed the readings or at least brought the text to class. Sometimes, I give all of the groups the same questions, but the method that I find works best is to give specific questions to individual groups. As the semester goes on and I get to know students better, I can tailor questions to each group. To those groups that have a habit of coming unprepared, I give more basic, content-related questions with the expectation that they will use the time to at least skim through the reading they haven’t done and pick up the basics. More advanced students get more advanced questions that require analysis and critical thinking. I do not tell them that I consider some groups more advanced, of course, but I have noticed that some of the more prepared and critically-thinking students start to notice that they get assigned the more challenging questions, which can inspire more confidence and diligence. At the end, I ask students to report their answers to the rest of the class.

A problem that was magnified by this particular class was that several groups of students—about a third of the class—rarely if ever brought their readings to class. Instead of making an effort to look up the answers in the texts, they fabricated generic responses based on their own assumptions and spent the rest of the discussion time talking about unrelated subjects or on their phones and computers. I usually expect a few uninterested and under-motivated students, and everyone has a bad day here and there. I have learned to mitigate that by adjusting who is in what group, spending more individual time with groups whose attention tends to wander, and even providing a copy of the reading myself, but the issue was so acute this semester that these strategies did not work. Again, I think that my lack of rigor in assigning CLC grades may play a role here as well, although it does not explain the difference between this class and other semesters. Another challenge in this class was that several students expressed intense anxiety about small group work and refused to engage with their fellow students. I tried to mitigate this by varying the discussion format as much as possible and allowing the option of individual work whenever practical. I also chose not to force the students to admitted privately to their anxiety to participate, allowing them to hover at the edges of groups as long as they were listening and not on their phones or doing other work. According to a “Keep, Stop Start” solicited at the beginning of Unit 3, 3/4 of students found the small group discussion useful and, in fact, wanted more. (Fig. 4).

Despite the drawbacks and uneven participation, what I like most about the small group discussions is that they allow me to move around the room and have actual conversations with
students. I make sure to stop by each group at least once per discussion and spend a few minutes checking in. I will often direct their attention to passages from readings they have not discussed yet or raise additional questions if they have finished what I assigned them before the allotted discussion time is up. It also gives students a chance to raise ask questions that they might not feel comfortable asking in front of the whole class. Additionally, when we wrap up the individual conversations at the end of the discussion period, students learn from each other.

I also supplement small group discussion with full class discussion—either simply asking questions to the class as a whole or using something like a fishbowl format. The challenge here is to get students to talk to each other and not just to me. It is more difficult to get students talking in the first place when we have full group discussions, and the long silences make students uncomfortable.

One successful full-class discussion was the first day of our discussion of *The Round House*. Students did well collectively summarizing the novel—every single student contributed at least one detail—and identifying key characters. The second day, however, students were reluctant to talk and did not engage the more challenging, analytical questions. There were several reasons for this, I believe. First, this discussion occurred during one of the last weeks of the semester. Students were tired and stressed. Second, students are comfortable addressing content but less skilled with analysis. Small group work may allow students more time and space to think through difficult questions. Finally, it is possible that students were more prepared the first day, when their assignment on the novel was due. Originally, I had intended to have *The Round House* discussion on a single day, but we had to finish sharing the results of a research activity from the previous week for the first half our of class. In the future, I will take more care not to split the discussion of the novel between two days.
I have noticed that I tend to fall back on generic full-class discussions when I am running out of time or underprepared. Fish bowl discussions require more planning on my part and are often more effective at engaging students. In the future, I will try to use full class discussions sparingly or be more deliberate in how and why I am using them.

**Canvas Reading Responses**

In an effort to hold students accountable for completing readings before class, I assigned brief, online reading responses. Students had to complete a minimum of 6 reading responses throughout the semester—equal to less than half of the weeks when reading was assigned. Each response was worth 5 points for a total of 30 points, or 11% of the overall grade. The responses asked students to answer a series of questions using the readings. For example, in the second week, I asked, “What is tribal sovereignty? How did Justice Marshall define it in the court cases you read? How might Native people’s understandings of sovereignty differ? What does it mean today to say that Native people are sovereign nations?” I did not set a fixed length requirement, but the response criteria, discussed in class, should have made it clear that students needed to provide substantial answers and draw on examples and evidence from specific readings (Fig. 6). I assigned students to random groups so they had the opportunity to see four or five other students’ responses (a number I thought would be substantial but not overwhelming), but I did not make responding to other students a requirement and only one or two students ever made

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<tr>
<td>5 pts</td>
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<tr>
<td>Fully addresses each aspect of the prompt provided</td>
</tr>
<tr>
<td>Directly cites material from the readings, films, and online sources (use page #s)</td>
</tr>
<tr>
<td>Raises insightful and provocative questions from the assigned material</td>
</tr>
<tr>
<td>Links material from previous discussions</td>
</tr>
<tr>
<td>Adds to peers’ threads in a productive and sophisticated manner (this is extra—not required)</td>
</tr>
<tr>
<td>4 pts</td>
</tr>
<tr>
<td>Addresses most aspects of the prompt</td>
</tr>
<tr>
<td>Refers to passages from assigned material</td>
</tr>
<tr>
<td>Raises unsophisticated insights from assigned material</td>
</tr>
<tr>
<td>3 pts</td>
</tr>
<tr>
<td>Addresses only a few aspects of the prompt</td>
</tr>
<tr>
<td>Vaguely or inconclusively references the assigned material</td>
</tr>
<tr>
<td>Raises obvious points or questions from assigned material</td>
</tr>
<tr>
<td>0-2 pts</td>
</tr>
<tr>
<td>Addresses only one aspect of the prompt</td>
</tr>
<tr>
<td>Does not accurately reference the assigned material if at all</td>
</tr>
<tr>
<td>Raises no new insights or perspectives on the assigned material</td>
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Fig. 6: Breakdown of reading response grading criteria, available to students on Canvas.
this effort on their own. If I want discussion to be an aspect of these responses, I will need to explicitly require it.

Reading responses proved ineffective at motivating students to complete or engage with their readings. I explore the failure in the Analysis of Student Learning section.

Unit Assessments and Face-to-Face Final
Rather than a high stakes exam, students demonstrated their knowledge and progress toward course objectives in Unit Assessments and a face-to-face, oral “final.” Together, these assessments account for 40% of students grades, with each individual assessment worth 25 points. The Unit Assessments asked students to demonstrate their knowledge of thematic units either by presenting what they learned in infographic form or by exploring a particular topic or controversial issue in depth via a letter to the editor. Students had to complete assessments for 3 of the first 5 units. I required at least one letter to the editor from each student, but apart from that the choice was theirs. I offered the opportunity for students to revise their submissions because of the unusual nature of the assignment, but only four students ever took advantage of that offer.

For the face-to-face final, students came to my office and talked with me for a minimum of 15 minutes. The final was meant to be casual, an opportunity for them to communicate what they learned and why it matters to them (Fig. 7). It quickly became clear to me that my instructions had a critical flaw. I asked students to come with questions, intending that they should write the questions that they wanted to answer. However, most students came with opinion-based questions for me to answer. These questions, driven by student interest, still led to some productive conversations, but in the future I will need to be more explicit about what kinds of questions they should bring. Overall, I was impressed with the quality of conversations with individual students, including those who had never spoken or shown much interest in class. I believe that the low stakes of the face-to-face final helped students feel more comfortable talking

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A successful student will:

- Have questions prepared
- Be able to explain basic concepts such as sovereignty, settler colonialism, and assimilation policy
- Provide specific examples from a mix of sources (readings, videos, lecture, class activities, etc.) and not only talk in generalizations
- Connect ideas across units
- Engage in conversation for ~15 minutes

*You're more than welcome to bring any notes/books with you.
```

Fig. 7: Instructions on how to prepare for face-to-face final.
to me, and the low risk did not interfere with students’ preparation or engagement. I suspect that the reason for this, as compared to the reading responses, is that many students are genuinely interested in the course topics and, even if nervous about interacting with a professor in such a personal way, are excited about the chance to talk about what interests them most. My unspoken goal is to get students interested or keep their interest in learning more about Native peoples, and this relaxed, low-stakes final served that goal. Despite the significant investment of time on my part, I intend to retain this final format as a way to wrap up the course.

Collaborative Research Project
The final form of assessment for the course was a collaborative research project rooted in local history. As mentioned earlier, one of the course’s stated objectives is for students to apply interdisciplinary methods and skills to research and share knowledge about Indigenous experiences. This assignment is built around that objective, although it also allows students to demonstrate their achievement of all course objectives. I gave the project a general theme—Indigenous Lincoln—and the class collectively decided the content and form. Early in the semester, students conducted preliminary research about Indigenous spaces and histories in Lincoln. After Spring Break, I gave them time in class to write project proposals, and then students voted via a google poll for the form that the project would take. They chose to create an informative website. As a class, we brainstormed what subjects to include, and students selected the top three topics that they would like to work on. From there, I assigned students to particular topics. Each topic had at least two students, but they could choose whether to work independently or as a group. About half the class chose to work independently and the other half as groups. The last two weeks of class were devoted entirely to working on the project. At the end of the first week, students turned in an outline of the contributions, to which I responded. We also spend time in-class on peer review, although students struggled to stay on task or provide meaningful feedback to each other. In the future, I will have to provide more structured opportunities for collaboration. Students uploaded their contributions to the website, and we used the final exam period for last-minute tweaks and to celebrate the launch of our site. I should have had someone familiar with the Scalar platform give the class a tutorial. Students struggled with what I had assumed was a self-evident process and often cut corners because of it. In addition to their website contributions, students completed a written self-assessment that included a reflection on course objectives.

ANALYSIS OF STUDENT LEARNING
This portfolio is the first time I have taken a meaningful look at the statistical realities of student performance, and the results reveal several trends that will help me to improve this course for future students. Did students both gain content knowledge and develop autonomous analytical thinking and research skills? Does the course balance content delivery and critical thinking? As I complete the analysis of student learning, I feel more confident that I can point to areas where the answer to both of these questions is yes and areas where the answer remains no.
The course started with 24 students and 22 students finished the semester. One additional student completed all work until the final two weeks of the semester; therefore, these statistics comprise 21 students. The class was split roughly evenly between men and women. There were 5 freshmen, 2 sophomores, 10 juniors, and 5 seniors. Eight students had declared Ethnic Studies major or minors, including four students who were Native Studies minors. Based on self-identification, 3 of the students identify as Native. Only 4 students indicated any prior college-level coursework about Native Americans, which is typical of students who take this course.

Despite my frequent frustration with students’ in-class performance and perceived lack of effort or skill on written assignments, the grade distribution in the course skewed heavily toward the A and B range (Fig. 8). A full 3/4 of the class earned a B- or above, and, at 9 each, there were an equal number of As and Bs. In terms of a qualitative description of what A-range, B-range, and C-range work means to me, A-range work correlates roughly to “excellent,” B-range to “good,” and C-range to “okay” or “needs improvement” (for a more detailed qualitative description see Appendix B: General Guidelines for Written Work). The two students who earned F’s did not complete their work for the course. The number of As and Bs feels high, based on my general impression of the quality of students’ work, the lack of reading preparation, and struggles with analytical thinking and research. On the one hand, this grade distribution suggests that I am not, as students often comment in end-of-the-semester evaluations, a “harsh” or “unfair” grader. In fact, I may skew toward inflating grades (and I do often fight the urge to give higher grades to avoid pushback from students and to improve my evaluations). The final grade includes CLC and attendance, as well as the purposefully generous face-to-face final grades. In many ways, the cumulative grade in the course is not as indicative of student learning and achievement of course objectives, or of my specific concerns about reading and analytical thinking skills, as looking at specific assessments. For this portfolio, I focused my analysis on two specific issues: student engagement with readings and achievement of course objectives via the collaborative research project.

![Fig. 8: Final grade distribution. Note: the two failing grades represent students who stopped attending class or turning in work after mid-semester.](image-url)
Engagement with Readings

Because readings are such an essential part of this course, and because my impression from both class discussions and written assessments was that students were not engaged with the readings, I took a close look at student performance relative to readings. Specifically, I compared performance on the weekly reading responses to performance on the unit assessments.

The data demonstrates a clear correlation between students’ work on both assignments. First, I collected data on the weekly reading responses. Students already always complain about the weekly reading load in my courses, although I align the reading load with Department of Education guidelines for credit hours. I was concerned about the impression of overburdening students with weekly work, but I also wanted to give students incentive to complete the reading before class. Therefore I kept the number of required reading responses low at 6, not counting the lengthier required response to the novel, and made each one worth only 5 points, for a total of 30 points or 12% of the final grade. However, the effect seems to be that students lacked sufficient incentive to put effort into reading responses. At least, the majority of students did not complete the required readings, either by the day they were assigned or by the end of a unit.

The lack of reading is clearly measured in the unit assessments. The unit assessments require that students reference a minimum of 2 to 3 readings each, for a cumulative total of 8 readings. Additionally, I designed the responses to be low states, thinking that students would be more willing to engage if they were not worried about “losing” points for misunderstanding readings. On average, however, the class did not refer to the minimum number of required readings (Fig. 9).

<table>
<thead>
<tr>
<th>Weekly Reading Response Average</th>
<th>Number of Readings Referenced on Unit Assessments (cumulative)</th>
<th>Content/Evidence Avg. on Unit Assessments (out of 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Range</td>
<td>8.5</td>
<td>9.3</td>
</tr>
<tr>
<td>B-Range</td>
<td>5.6</td>
<td>8.0</td>
</tr>
<tr>
<td>C-Range</td>
<td>4.6</td>
<td>7.1</td>
</tr>
<tr>
<td>Class a whole</td>
<td>6.7</td>
<td>8.4</td>
</tr>
</tbody>
</table>

Fig. 9: These results do not include the two students who did not complete the semester.

Data confirms my impression that the majority of students often failed to complete the readings, or at least could not recall reading content. When comparing the quality of the weekly reading responses to the number of reading referenced on Unit Assessments, it is clear that those students who did well on the reading responses (meaning they addressed readings explicitly) referred to a higher number of readings on the Unit Assessments (see fig. 10-12 for examples of A-range, B-
Native Americans responded to and survived assimilation by adapting. One of the most honorable characteristics of Native Americans has been their ability to adapt to changing and often perilous environments. In the reading for this week it was said that "Native people constantly innovated and expanded their repertoires of expressive culture in ways that both reflected their experiences and transformed their circumstances" (131). It is important for people to understand the stories of survival from Native Americans because when people focus solely on the loss and devastation it makes it easy to view Native Americans as weaker or lesser when in fact this is not the case. We learn in the reading that the Objiiwe were constantly battling diseases such as tuberculosis, influenza, and trachoma. Even through all of this hardship, Objiiwe people were able to push forward and find new ways of healing and dealing with the physical, emotional, and spiritual pain.

This of course can be connected to the Jingle Dress Dance and the healing properties of the ceremony. As it was mentioned in the reading, "up until the late 1920s, the office of Indian Affairs (OIA) had spent decades waging vigorous opposition to dances on reservations and continually sought new ways to suppress them by practically any means available" (131). Even though Native Americans were under massive amounts of pressure from the federal government to assimilate and get rid of all Native traditional ties, Native people still pushed forward and found clever ways to incorporate tradition to new changing environments (such as having powwow dances on the 4th of July). By hearing these ways in which Native people were able to and have been surviving assimilation still today, we are able to remember that Native communities are still here and strong. They are not old remnants of a horrific past, rather they are the reminder that Native Americans are strong and are a part of this world just as much as anybody.

Fig. 10: Example of A-range reading response.

There are many things that Native Americans did in order to respond to and survive assimilation. The Natives adapted. Much like most life on Earth the Native Americans knew that they had to adapt to the changing circumstances that the European’s were creating. The European’s pushed their lifestyle into the Native American land and culture. The forced the Natives out of their homes and lands that they occupied for centuries before. Being forced off of their homelands did not discourage the mighty People. They fought for their land and they began to create treaties with the Europeans. Through the creating of these treaties, the Native Americans were able to wedge their way in to the European’s government. Though the treaties were not enforced properly until later on, they still provided the future Natives with leverage to use against what would be the American government. The road to surviving assimilation was not easy for the Natives. They were often given unfair trials, unenforced treaties, and were not respected by the Americans as a whole.

Fig. 11: Example of B-range reading response.
As seen in Fig. 9, students who performed in the A-range referenced an average of 8.5 readings in their Unit Assessments (see examples of A-range, B-range, and C-range infographics and letters to the editor in Appendix E: Unit Assessments Student Work). Those who earned in the B-range referenced 5.6 readings, and those in the C-range mentioned a mere 4.6 readings. Moreover, the quality of the references to reading responses in the Unit Assessments similarly corresponded to the scores on the reading responses, based on the “Content/Evidence” score from the Unit Assessment rubrics (Appendix D1: Unit Assessments). In other words, students who kept up with the readings for the weekly responses were able to refer back to those readings on the Unit Assessments, and they were able to do so in ways that demonstrated a sophisticated understanding of those readings. Those who were unable to reference readings on their weekly reading responses, suggesting that they did not complete those readings, were unable to draw on readings in a meaningful way for their Unit Assessments.

On average, the class referenced only 6.7 readings on their responses when the minimum was 8. This lack of references to readings leads me to several conclusions. First, I again appear overly generous in my grading. Students managed to earn B’s on their Unit Assessments when they failed to meet the minimum requirements. More importantly, the weekly reading responses do not seem to have motivated the vast majority of students to complete their readings. I suspect that this is because I did not assign enough points to these weekly reading responses. The data from this course presents clear evidence that the weekly reading responses contribute to students’ ability to refer back to readings later in the semester. Having students do the reading is essential for more than simply delivering content; it is integral to meeting the key course objective of exploring Indigenous perspectives. In order to motivate more students to do the readings, I will have to weight these assignments more heavily and make them more frequent.
Course Objectives in the Collaborative Research Project

For the collaborate research project, I designed a rubric to match the website format that the students chose, emphasizing content, analysis, research, presentation, and achievement of objectives, both for the project and the course as a whole (see Appendix D3: Collaborative Research Project). The average score on the project was a 42.47, or a B. Several students did extremely well on the project, but overall I was a little disappointed with the quality of student work, especially considering that we had two full weeks of class time devoted to the project. As one student astutely reflected in the self-assessment portion, “I would give the class a B or C, more heavily in the C range. This is primarily because of the lack of time that it seemed other students put into the website, especially in terms of pictures and imagery. Furthermore, analysis and research appear to be lacking for a majority of the pages on the website. While objectives and relation to project goals, I don’t think it out ways [sic] the absence of care or effort put into the parts of rubric.” I similarly noted the lack of care and effort on the part of many students, while a handful did exceptional work.

To expand on these generalizations, I will discuss three students, one with an “excellent” average, one with a “good” average, and one with an “okay/needs improvement” average.

For an example of an all-around “excellent” contribution, see “Historic Native Activism 1970s to 1990s” created by Student A. This student conducted extensive primary source research, including local and university newspapers, a judge’s memoirs, and historic photographs, to craft a narrative of Native Activism in Lincoln between 1970 and 1990. She supplemented this with a variety of secondary sources, although in her self-assessment they noted that it was difficult to find published sources that addressed this topic. The narrative goes beyond a simple repetition of facts and addresses why this theme of activism matters to the Lincoln community at large. Their only media is images, but Student A captioned and formatted the images effectively and also included at least one primary document for users to explore.

For an example of a “good” contribution, see “Native Presence at UNL,” created by Student B. This student played a bit more with multimedia, including a visualization, numerous images, and at least one video. This student, however, frequently left their media without helpful captions (sometimes leaving “no description available” visible to the viewer”), and although it was clear they conducted extensive research, that research was almost entirely web-based. Additionally, the student simply repeated information without context or analysis. The student made an effort to use hashtag as a form of analysis, and that well-intentioned though ineffectively-executed idea helped to earn them a “good” rating. This student achieved breadth but lacked depth.

For an example of an “okay/needs improvement” contribution, see “Welcome to an Internet Tour of Indigenous Lincoln, Nebraska,” created by Student C. This student volunteered to take on the essential task of creating the home page for our website. They provided a useful description and identifying information. After they submitted their outline for phase two of the project, I encouraged her to provide additional context, such as key terms or a historical timeline.
that might help users who were new to the topic of Indigenous history. They incorporated my feedback and included both of these elements, but in the most minimal way possible. The timeline, for instance, includes no explanations and is overly generic, without taking into consideration our local context of Lincoln. At the last minute, the morning their contributions were due, I suggested that they at least include links on the timeline so users could get more information. Their contributions also lack citations and do not demonstrate any research beyond course materials; additionally, this page reflects a weakness shared by many students: an overall vagueness and lack of concrete examples. Furthermore, they did not include any images or other media, although they did have several hyperlinks. Overall, it did not seem like the student put any work into their contributions beyond class time, and they did not meet the basic expectations for research, analysis, or content.

More generally, students’ contributions shared many of the same weaknesses. At least a third of students struggled to relate their work to the project goals or the theme of Indigenous London. I also commented on weak research on at least half of students’ work. I thought that “Uses several different types of sources (books, newspapers, photos, material objects, etc.—considering Indigenous perspectives/voices)” made it clear that I was expecting students to use more than basic internet resources, but in the future I will need to articulate specific source requirements more clearly. Additionally, analysis was another weak section. Students excelled at re-presenting basic facts that they found in their research but struggled to articulate any sort of interpretation or to address the “so what?” question for their audience. Another area where the majority of students seemed to put in minimum effort was in presentation and embracing the multimedia format of the website. Only two students incorporated videos into their pages, and despite encouraging several groups to include primary documents. There were several groups who used embedded links effectively. Again, I wonder if more specific requirements (i.e. students must use at least one video, five images, one map, etc.) would encourage greater effort. I also think that a more detailed tutorial on how to use the Scalar platform would have made students more comfortable with exploring the multimedia format. Students also failed to collaborate in meaningful ways with each other. There is overlap between multiple pages in a way that is not accessible to users, for instance, and few attempts to make use of Scalar’s linking functions. I do not think that I facilitated collaboration sufficiently during our in-class work. This is something that I will need to work on for the future. I cannot explain why students continue to struggle with even the most basic in-text citations when this is something I comment on, correct, and even penalize on every other assignment throughout the semester.

Because this project was intended to fulfill the “apply interdisciplinary methods to research and share knowledge about Indigenous experiences,” the weaknesses in the categories of research and analysis seem particularly noteworthy. Although I suspect that lack of effort played a significant role in the weaker performances (most of the students seem to have done little work in addition to what I saw them complete in class), I would also note that students have struggled with analysis throughout the semester. There are weaknesses in research and analytical skills that have not effectively been addressed throughout the course of the semester. I think that there is a connection to the lack of evidence provided in both reading responses and unit assessments—
how can students build skills of using and analyzing textual evidence when they don’t do the readings from which they need to draw the evidence?—although further inquiry would be needed into this question. I will need to think of ways to scaffold these skills into student learning throughout the semester, although it would be interesting to see if a greater emphasis on reading responses helps to build analytical thinking. It might also be useful to revise the questions I ask to accompany in-class research activities to emphasize analytical skills and not merely content.

<table>
<thead>
<tr>
<th>Class Average</th>
<th>Students who achieved “Excellent” on their Objectives</th>
<th>Students who achieved “Good” on their objectives</th>
<th>Students who achieved “Okay/Needs Improvement” on their objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>42/40 (B)</td>
<td>12</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Fig. 13: Statistics regarding the assessment of the final research project. Note: Only includes those students who submitted a written self-assessment.

The component where students demonstrated the most success was in assessing their own achievement of course objectives. As part of the self-assessment, students had to choose two course objectives and explain how their work on the project demonstrated that they had mastered that objective. Regardless of how they performed on the project as a whole, all but one student who completed the self-assessment scored “excellent” or “good” in this category (see Fig. 13). I incorporated this section into the rubric and self-assessment in part to help me assess how effectively the course met my stated objectives and in part because I thought it would be a useful tool for assessing student learning. It ended up fulfilling both needs and is a component I will include in future assessments. I was particularly impressed with the way that students clearly articulated and expanded on the stated objectives. In other words, they demonstrated not only a grasp of the objectives themselves, but also an understanding of how their work related to those objectives. For a sample of these responses, see Appendix F: Objective Self-Assessment.

CLC Grades and a Gap in Analysis

As I mentioned above, my impression of the class on a day-to-day basis throughout the semester did not match the high average of student grades in this course. One of the ways in which many students’ grades received a significant boost was through their Contributions to Learning Culture or CLC grades. These grades consist of students engagement in the classroom—their attendance, written reflections, discussion participation, preparedness etc. The student average for CLC grades, which are worth 20% of final grades, was a 46/50. Earlier, I noted that more than half of the class frequently came to class unprepared for discussions—missing texts or notes on the readings, for instance—and at least 1/3 of students minimally participated in small group discussions or research activities. Based on my observations of student work throughout the semester, I was overly generous in assigning CLC grades. Part of the reason for this generosity is
that I did not develop a consistent measure for assessing students’ contributions, not did I provide any feedback throughout the semester. I did not feel like I could penalize students for anything other than absences and obvious violations of classroom policy such as cell phone use after addressing the issue on an individual basis. This is a clear gap in my assessment of student learning. Unfortunately, I did not think to collect data on this aspect (in part because I was not consistent in collecting or marking students’ in-class work throughout the semester), and I cannot provide any meaningful analysis of student performance. However, it is clear that this is an area of my course development and teaching methods that needs further inquiry.

**REFLECTION ON THE COURSE**

This portfolio process has changed the way I approach my courses. The approach of beginning by carefully considering my goals for student learning and constructing course materials and activities around those goals might seem obvious, but it’s not how I had planned my courses in the past. Before, I started by choosing readings and designing assignments; the course objectives were an afterthought, generic declarations that I might simply copy and paste from course to course without much consideration of context. Now, my course design is more intentional and more centered on student learning. I have always found course objectives unwieldy. I have so many things I want to accomplish in a course, especially a course like INAS that has to wear so many different hats. Working with the framework table helped me to think about how readings and assignments supported course objectives, which in turn allowed me to eliminate superfluous work while planning the course. As the semester progressed, the course objectives allowed me to focus my analysis of student learning on what I had already identified as most important for the class. Emphasizing readings, for instance, is important not merely because I want students to be prepared for class but because these articles, videos, and other materials expose students to a variety of Indigenous viewpoints, a goal I cannot accomplish via lecture alone. One of my primary goals for this portfolio was to focus my objectives in a more meaningful way, both for myself and for students. Refining those competing impulses into five clear and purposeful objectives is, I believe, one of the most significant ways this portfolio process impacted my teaching of this course.

I also believe that this “backward design” has made my assessment of student learning more deliberate and effective. Not to mention, as demonstrated by student responses on the collaborate research project self-assessment described above, it has made students’ learning more visible to the students themselves. I now have evidence to show where I am meeting my teaching goals, and I can more effectively target areas where a course needs improvement. This analysis has boosted my confidence in my teaching, and I now can see a course as the sum of its parts rather than isolated components.

Compiling this portfolio has led me to a clearer understanding of how I envision INAS. Reflecting on the success of the face-to-face final, for instance, has made me start to rethink my priorities. The impression students left in those individual discussions was a clear interest and
awareness of Indigenous concerns. As I mentioned at the beginning of this portfolio, my 
unwritten, un-assessable goal is for students to care about Native People. I want them to leave 
the class energized, not overburdened with with what they think of as busy work. I want students 
to cultivate a respect for Native People, which might include themselves, rooted in respect of 
Indigenous people’s diverse perspectives. I hope to help them approach a world that marginalizes 
Indigenous people with awareness and empathy. I hope to continue to apply this deliberative, 
reflective teaching to develop a course that encourages students to become critical, independent 
thinkers and good neighbors to each other.

This portfolio has not led me to firm conclusions. I don’t know for certain, for instance, that 
more heavily weighting weekly reading responses will encourage more students to complete 
readings before class or, by extension, lead to a greater mastery of readings and the evidence they 
contain. I have identified weaknesses in student skills such as analysis and providing examples 
and evidence, and an underlying weakness in student motivation, but I have not yet discovered 
solutions to these concerns. Nevertheless, I feel empowered to experiment with course 
assessments and activities knowing that I am making deliberate, evidence-based decisions and 
that I have the tools to analyze the effectiveness of those experiments. Some of the changes that I 
intend to implement in future iterations of this course include the following:

• Greater emphasis on readings (this includes assigning more weight to and increasing the 
frequency of reading responses—which may mean adjusting the number of unit 
assessments to balance out the increased workload—as well as being more deliberate about 
 Discussing and analyzing readings in class).

• Greater emphasis on providing evidence/examples (including more resources on note- 
taking).

• More opportunities for building research and analytical skills in classroom activities.

• Plan additional guest lectures and visits.

• More explicitly articulate collaborate research project requirements support meaningful 
independent student research.

• Develop a deliberate process for grading and commenting on Contributions to Learning 
Culture.

One of the challenges of this course that I have not had time to address in this portfolio is the 
emotional burden of teaching and learning this history. In both written reflections and face-to- 
face conversations, students frequently express frustration and anger—that they never knew 1/4 
of Cherokee people died on the Trail of Tears, that no one ever told them about boarding schools 
or allotment, that they didn’t know the U.S. legal system still thinks that Native Americans are 
too uncivilized to have jurisdiction over non-Natives. Non-Indian students may struggle with
guilt, and there is often an expression of helplessness amidst the anger. It’s not unusual to have several students cry, either in class or in my office, over the course of the semester. Other students direct their anger toward me for challenging the truths they take for granted. They resist learning new perspectives and can sometimes make their peers feel unsafe or unheard. The emotional burdens for Indigenous students are different, but equally significant. I know what it feels like to sit in a classroom and hear a fellow student casually comment that Indigenous people deserve what happened to them because they chose not to assimilate. Moreover, learning about boarding school isn’t something in the distant past for many Native students. It’s what happened to their grandfather; it’s why they cannot speak their Native language. We are dealing with pain and trauma, and that’s not something that academics talk about. It’s not something that course objectives can address. In the future, as I continue forward with more deliberate and reflective planning and teaching processes, I hope to explore how best to make space for emotional learning in the classroom.

After a full academic year spent engaged in this peer review of teaching process, I find myself with more questions than answers—which is exactly where I want my students to be when they leave my classroom. I just hope that they have the tools they need to answers these questions independently. The peer review of teaching process has, I believe, provided me with the tools to grow my teaching and improve student learning through reflective, purposeful inquiry, in INAS and beyond.
APPENDICES

Appendix A: INAS Syllabus
   A1: Traditional Syllabus
   A2: Infographic Syllabus

Appendix B: General Guidelines for Written Work

Appendix C: General Guidelines for Contribution to Learning Culture

Appendix D: Selected Assignment Guidelines and Rubrics
   D1: Unit Assessments
   D2: Erdrich Response
   D3: Collaborative Research Project, Phase 3

Appendix E: Unit Assessments Student Work

Appendix F: Objective Self-Assessment
“The truth about stories is, that’s all we are...So you have to be careful with the stories you tell. And you have to watch out for the stories that you are told.”

-Thomas King

“If you desecrate a white grave, you wind up sitting in prison. But desecrate an Indian grave, and you get a PhD.”

-Walter Echo-Hawk

COURSE DESCRIPTION
Origins, traditions, culture, spirituality and current issues of North America’s indigenous populations. Diversity of tribal experiences and issues relevant for Native Nations both present and past.

This course serves as an introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of Native American experiences. Students will learn about significant events, issues, and themes from Indigenous perspectives and develop new ways of thinking and talking about and with Native Americans.

ACE OUTCOMES:
ACE 8: Use knowledge, theories, and analysis to explain ethical principles and their importance in society.

ACE 9: Exhibit global awareness or knowledge of human diversity through analysis of an issue. Integrate these abilities and capabilities, adapting them to new settings, questions, and responsibilities.
LEARNING OBJECTIVES
Upon completion of this course, through lecture, discussions, readings, and film, successful students will be able to:
• Identify and define key concepts in Native American Studies, including sovereignty, survivance, settler colonialism, and federal policy.
• Recognize the enormous diversity of Native cultures and histories, as well as the shared experiences that have shaped them over time.
• Recognize and apply Indigenous perspectives of the past, present, and future.
• Critically analyze how historical narratives are constructed and the role that power plays in crafting national narratives.
• Apply interdisciplinary methods and skills to research and share knowledge about Indigenous experiences.

LEARNING ATMOSPHERE
Students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning environment where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning—I think you’ll enjoy it and learn a lot in the process.

REQUIRED TEXTS
1. Everything You Know about Indians Is Wrong by Paul Chaat Smith
2. Tales of the Mighty Code Talkers, vol. 1 edited by Arigon Starr
3. The Round House by Louise Erdrich

COURSE REQUIREMENTS

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<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>Points (250 total)</th>
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</thead>
<tbody>
<tr>
<td>Contributions to Learning Culture (CLC)</td>
<td>Always</td>
<td>25</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>See schedule</td>
<td>30</td>
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<tr>
<td>Erdrich Response</td>
<td>T. Apr. 10</td>
<td>20</td>
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<tr>
<td>Unit Assessments</td>
<td>See schedule</td>
<td>75 (25 pts. each)</td>
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<td>Collaborative Research Project</td>
<td>Phase 1: Th. Feb. 8</td>
<td>Phase 1: 10</td>
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<tr>
<td></td>
<td>Phase 2: T. Apr. 19</td>
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<td></td>
<td>Phase 3: Th. May 3</td>
<td>Phase 3: 50</td>
</tr>
<tr>
<td>Face-to-Face Final</td>
<td>Last 2 weeks of class</td>
<td>25</td>
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</tbody>
</table>

Note: Rather than a high stakes midterm and final, the assessments for this course are more spread out and lower stakes, giving students more consistent opportunities to demonstrate their knowledge and growth over the course of the semester.
**Contributions to Learning Culture (CLC):** Part of your grade will be determined by what I'm calling Contributions to Learning Culture (CLC). This includes your participation in class discussions and activities, your preparation, and other contributions to the classroom environment. Absences, lateness, and distracted internet browsing can negatively impact your grade. For a more complete summary of my expectations see “General Guidelines” below.

**Reading Responses:** Each student will complete **SIX** reading responses over the course of the semester. Responses are completed via Canvas. In addition to responding to the questions, each student must provide a potential discussion question for class. Each response is worth 5 points, and is graded on three components: clarity, insight, and use of readings. Students may choose to complete more than six for extra credit (up to 5 points for each response beyond the minimum). There are more responses at the beginning of the semester than the end, so plan accordingly. See class schedule for due dates.

**Erdrich Response:** Each student will turn in a brief summary and analysis of *The Round House* by Louise Erdrich. Due T. Apr. 10 in class. See Canvas for specific instructions.

**Unit Assessments:** Rather than comprehensive, high-stakes exams, students will apply their knowledge from individual units in one of two ways: either creating an infographic (I suggest Canva as a free and easy-to-use platform) presenting key ideas from the unit or writing a letter to the editor on a controversial issue within the unit. Students will choose three of the first five units on which to complete an assessment. One assessment must be from unit one or two (in other words, the first assessment may not be unit 3), and every student must use the letter to the editor format at least once. See Canvas for specific instructions. Due date varies (see schedule).

**Collaborative Research Project:** Over the course of the semester, we as a class will collaborate on a research project around the theme of “Indigenous Lincoln.” This project will require individual research as well as group work. We will decide the final form of the project as a class. There are 3 phases to the project. Phase 1 (Th. Feb. 8) will be individual research on Indigenous landmarks/spaces in Lincoln. For Phase 2 (Th. April 19), we will divide up into groups and complete more in-depth research about the Indigenous spaces we have identified as a class. Phase 3 (May 3) will include an individual reflection as well as whatever form the final project takes. Specific guidelines provided on Canvas.

**Face-to-Face Final:** In place of a traditional final, students will meet one-on-one in my office for a 15-minute oral final. Questions will be generated by both the student and professor. Students will schedule their individual times during the last few weeks of class, although it will require students to meet the professor outside of class hours. See Canvas for additional guidelines.
CONSULTATION AND RELATED MATTERS
Students are welcome to visit and discuss any relevant topic with me. Please feel free to see me during my office hours or at another time by appointment. When emailing, please use appropriate email etiquette (subject lines, greeting, something resembling grammar/punctuation). If I don’t respond to an email within two days, feel free to bug me about it. Emails received after 6 pm and on weekends may not be answered until the next weekday. I do not respond to questions about grades over email, and I have a **24-hour no-contact period after assignments are returned** (see general guidelines for written work below). Students with disabilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate the educational experience.

CLASSROOM CONDUCT
Please feel free to ask questions and express opinions during class, but do not talk to friends, check email, tweet, update your Facebook profile, sleep, play frisbee golf, crush candy, do crossword puzzles, discharge firearms, etc. Also, please turn off cellphones or set them to vibrate. Cheating and plagiarism (i.e., using another author’s exact words or ideas without giving proper credit) will result in disciplinary action (see below for a full description). Finally, please show courtesy and respect to your classmates. Listen when they are speaking, and recognize that everyone has the right to an opinion. While disagreement is expected (even encouraged), personal attacks or insults of any kind will not be tolerated.

LAPTOP POLICY
Technology can play a useful roll in learning, both inside and outside of the classroom. I have no problem with students using laptops and other devices to access notes and readings. However, in the past, some students have complained about being distracted by their colleagues’ computer misuse. Additionally, studies show that students retain less complex information when taking notes on a laptop—and that students sitting next to people with laptops, even when not using a laptop themselves, likewise retain less information. For example, see [this article](#). In order to encourage a classroom environment that is conducive to everyone’s learning, laptop/tablet use is permitted in the “laptop zone,” which I will designate in class. Laptops, tablets, and cell phones (if the student demonstrates to me that they are using their phone as a document reader) are permitted anywhere within the classroom when indicated by the professor to access readings.
FREEDOM OF EXPRESSION
The following comes directly from the University’s policy on ethics: It is the responsibility of each faculty member to provide an atmosphere which is conducive to freedom of expression by encouraging discussion and permitting exception to the views he/she has presented. In addition, faculty members have the responsibility to guide and direct such discussion and inquiry in a scholarly manner. The scope and duration of discussion, however, is to be determined by the instructor. Students have the right of expression in the classroom and the responsibility to learn from the course of study according to the standards of performance established by the faculty. Student behavior in the classroom should contribute to the learning process.

RELIGIOUS HOLIDAYS POLICY
Students have the right to miss class for religious observances. Students wishing time off for this reason should let the instructor know within the first two days of class. Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the fourth week of classes of his or her intention to participate in religious holidays that do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university that could not be avoided.

ACCOMMODATION STATEMENT
Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY. For personal difficulties, you may consult the University Health Center (472-5000) or the Psychological Consultation Center in the Department of Psychology (472-2351).

ACADEMIC MISCONDUCT
Plagiarism will not be tolerated! Anyone caught plagiarizing will receive a 0 for the assignment, and may be referred to the university, for disciplinary action. Plagiarism includes the following: (1) copying sentences in the entirety or in part from any source (including the Internet) without using quotation marks and the proper citation method (footnote); (2) paraphrasing from a source or referring to information gathered from a source without citing that source in a note; (3) copying another student’s work; (4) submitting an entire or parts of a written essay, article, or book as your own written work; and (5) summarizing an internet article as the basis for your paper. This list is not exhaustive. These are just examples of the most blatant forms of plagiarism. See Student Code of Conduct for UNL at http://stuafs.unl.edu/ja/code/three.shtml.
**CLASS SCHEDULE**
*Assignments are due on the day listed by the beginning of class (unless otherwise noted)*

### UNIT 1: THINKING INDIGENOUS

#### WEEK 1: WELCOME TO TURTLE ISLAND

**T. January 9**

**Th. Jan 11**

- Look over syllabus, obtain required texts, familiarize yourself with course Canvas page.
- Read *Everything You Know* p. 1-6

#### WEEK 2: THE PEOPLE

**T. January 16**

- Read *Everything You Know* p. 9-27
- Read Cherokee Court Cases (on Canvas)
- Respond: What is tribal sovereignty? How did Justice Marshall define it in the court cases you read? How might Native people’s understandings of sovereignty differ? What does it mean today to say that Native people are sovereign nations?

**Th. January 18**

- Read “Sorry, That DNA Test Doesn’t Make You Indigenous” (on Canvas)
- Read “Indian Tribe Wins Fight to Limit Research of Its DNA”

#### WEEK 3: ORAL TRADITIONS

**T. January 23**

- Read Bauer, “Creating” (on Canvas)
- Explore #NativesToldYouSo on Twitter
- Respond: Oral tradition and science/history are often talked about (at least by non-Indians) as complete opposites. What do you think about this division? What does Bauer think? What did you learn from scrolling through #NativesToldYouSo?

**Th. Jan. 25**

- Read “Continuing Dialogues: Evolving Views of the National Museum of the American Indian” by Lonetree, Conn, and Phillips (on Canvas)
UNIT 2: LAND

WEEK 4: THE POWER OF PLACE

T. January 30
- Respond (before you read): What is your relationship with the land? Does your family own land? Where, and for how long? If not, did they ever, and how did they come to be separated from that land? What does “relationship with the land” mean to you?
- Read “Bears Ears: A Native Perspective” (on Canvas)
- Explore the Bears Ears Coalition (link on Canvas)
- DUE: Unit 1 Assessment (by midnight)

Th. February 1
- Read article about Mapping Indigenous LA project (link on Canvas)
- Learn about the Mapping Indigenous LA project. Explore some of the story maps.
- Respond: What is the Mapping Indigenous LA project? Who is involved? What is its goal? Tell me about one of the story maps that stood out to you and try to relate it to the idea of sovereignty.

WEEK 5: WE ARE ALL TREATY PEOPLE

T. February 6
- Listen: Frank Waln’s “Treaties”
- Watch: Native leaders talk about treaties
- Read (as assigned in class) “Naal Tsoos Sani” by Denetdale (on Canvas) or “Removing the Heart of the Choctaw” by Akers (on Canvas)

Th. February 8
- Read “Landowning, Dispossession, and the Significance of Land among Dakota and Scandinavian Women at Spirit Lake, 1900-1929” by Hansen and Osterud
- DUE: Collaborative Research Project Phase 1

WEEK 6: LAND FIGHTS AND TREATY RIGHTS

T. February 13
- Read “Articulating a Traditional Future: Makah Sealers and Whalers, 1880-1999” (on Canvas)
- Read “The Game and Fish Were Made For Us” by Hank Adams (on Canvas)
- Read “The Anti-Treaty Movement in the Pacific Northwest and the Great Lakes” by Suzan Shown Harjo (on Canvas)
*Respond: In both the Pacific Northwest and the Great Lakes regions during the 1980s, non-Natives responded to Native Americans fishing and hunting with vitriol and even violence. How do you explain these reactions? Why do Native people have these rights?

Th. February 15
* Watch: Ojibwe spearfishing story https://theways.org/story/spearfishing

UNIT 3: SURVIVING ASSIMILATION

WEEK 7: BOARDING SCHOOL EXPERIENCES

T. February 20
* Read *Tales of the Mighty Code Talkers*
* Respond: What do you learn about Indian boarding school experiences from reading *Tales of the Mighty Code Talkers*? How did you feel reading about this history? What questions do you have about boarding schools?

Th. February 22
* Read Zitkala-Sa excerpt (on Canvas)
* DUE: Unit 2 Assessment (by midnight)

WEEK 8: NATIVE ACTIVISM

T. February 27
* Read (your choice) “Jingle Dress Dance” or “My Grandfather’s Knocking Sticks” by Child (on Canvas)
* Respond: Often, when we learn about Native American history and experiences, we get a tragic story of loss and decline. Native People are still here, of course, so we know there’s also a story of survival. How did Native Americans respond to and survive assimilation? Why is it important to tell stories of survival?

Th. March 1
* Read *Everything You Know* p. 103-142

WEEK 9: INDIANS IN UNEXPECTED PLACES

T. March 6
* Read *Everything You Know* p. 158-171

Th. March 8
* Watch: MTV’s Rebel Music: Native America
# UNIT 4: MONUMENTS AND MEMORY

## WEEK 10: NATIVE REPRESENTATIONS

T. March 13  
* Watch *Reel Injun* (on Canvas)  
* Read *Everything You Know* p. 28-52, 102, 172-179

Th. March 15  
* DUE: Unit 3 Assessment (by midnight)

## WEEK 11: SPRING BREAK

T. March 20

Th. March 22

## WEEK 12: AN ODE TO CHRISTOPHER COLUMBUS, OR HOW WE GET IT WRONG

T. March 27  
* **Watch**: Native Americans on Christopher Columbus  
* **Listen**: “Notes on an Imagined Plaque” from the Memory Palace  
* **Read** “Statues, Monuments, and Settler Colonialism” by Rose Miron

Th. March 29  
* **Watch**: Who Owns the Past?  
* Respond: Discuss the relationship between archeologists, anthropologists, and other scholars and Native people. What do you think about NAGPRA? Does the “general public” have a right to Native bones/artifacts/DNA that overrides Native objections? Why or why not?

## UNIT 5: TRIBAL JUSTICE

## WEEK 13: BEING SOVEREIGN NATIONS

T. April 3  
* DUE: Unit 4 Assessment (by midnight)

Th. April 5  
* Read Sarah Deer article (on Canvas)
**WEEK 14: #MMIW**

T. April 10  
* Read *The Round House* by Louise Erdrich  
* DUE: Erdrich Response  
* Schedule Face-to-Face Final

Th. April 12

**UNIT 6: INDIGENOUS LINCOLN**

**WEEK 15**

T. April 17  
* DUE Unit 5 Assessment (by midnight)

Th. April 19  
* DUE: Collaborative Research Project Phase 2

**WEEK 16**

T. April 24

Th. Apr. 26

**EXAM WEEK (TH. MAY 3 @ 10 AM)**

Th. May 3  
* Last day to complete face-to-face final
INTRODUCTION TO NATIVE AMERICAN STUDIES

SPRING 2018

DR. MARGARET HUETTL
mhuettl2@unl.edu
OLDH 624 T/Th 11:00-1:00
@historianhuettl

WHAT WELL LEARN

This course serves as an introduction to the interdisciplinary field of Native American Studies, exploring the complexity and diversity of Native American experiences. Students will learn about significant events, issues, and themes from Indigenous perspectives and develop new ways of thinking and talking about and with Native Americans.

The course is divided into six themes: Thinking Indigenous, Land, Surviving Assimilation, Native Representations, Tribal Justice, and Indigenous Lincoln. We’ll dive into the history and explore present-day issues of each theme for two or three weeks at a time.

REQUIRED TEXTS

Everything You Know About Indians is Wrong by Paul Chaat Smith
Tales of the Mighty Code Talkers. Vol 1, edited by Arigon Starr
The Round House by Louise Erdrich
Additional Readings On Canvas

ACE 8 & 9

KEY ASSIGNMENTS

Each student will complete six online reading responses, in addition to a longer response on The Round House.

Choose 3 of the first 5 units to either create an infographic summarizing the unit or write a letter to the editor on a controversial topic.

In place of a written final, students will set up one-on-one discussions with me in my office (15 mins.)

Over the course of the semester, we as a class will collaborate on a research project around the theme of "Indigenous Lincoln."

GRADE BREAKDOWN

250 PTS

Understand

Reading Responses (30 pts.)
Final Exam Response (50 pts.)
CLC* (50 pts.)

Analyze

Unit Assessments (75 pts.)
Face-to-Face Final (25 pts.)

Course Expectations

"The truth about stories is that's all we are."
Thomas King

WHAT YOU’LL BE ABLE TO DO

Identify and define key concepts in Native American Studies

Recognize the diversity & vitality of Native experiences

Recognize and apply Native perspectives

Critically analyze national narratives and counternarratives

Apply interdisciplinary methods to research and share knowledge abt. indigenous experiences.
STUFF TO KNOW (FAQs)

Showing Up
Contributing to the classroom learning environment is a significant portion of your grade. You can’t contribute if you don’t show up. The fastest way to fail this class is not to show up. You will fail the course if you miss class more than 6 times. (Exceptions for university-approved, documented absences.)

Late Work
Each student begins the term with two late credits. You may use a late credit on any assignment except presentations and exams. Using a late day credit allows you to turn in an assignment up to 72 hours after the time that it is due. It is your responsibility to turn in your work within that time frame, especially if it falls on a non-class day. You do not have to explain your reason for using a late day credit.

What if I’m absent?
If you have to miss class, chances are you missed something important. Start by trying to get notes from someone else in class. Check canvas for primary source documents or lecture slides.

Need Help?
No problem! That’s what office hours are for. Come see me T & Th from 11:00-1:00 OLH 624, or email me to set up an appointment. I’m also happy to answer simple questions by email. If you haven’t heard back from me within 2 days, remind me. Just don’t expect me to answer after 6 pm, I like to pretend I have a life.

Tips for Reading?
My advice for reading: when you’re done, outline the author’s argument/thesis/main theme. Then jot down three examples or pieces of evidence that stood out to you the most. Finally, note one or two questions that you have about the reading.

Plagiarism
Everyone caught plagiarizing or otherwise cheating will receive a zero for the assignment and may be referred to the university for disciplinary action. See Student Code of Conduct for Uni at http://student.united.edu/alc/code/three.shtml.

Laptop Policy
Because many of our readings are online, I encourage the use of laptops during discussions. There will be a laptop-free zone for those who don’t want to sit next to someone with a laptop. I reserve the right to ask students to close their devices if they become a distraction.
GENERAL GUIDELINES FOR WRITTEN WORK:
All papers or written work should be typed, in Times New Roman, 12 point font, double-spaced with 1” margins on all sides, and stapled. Assignments are due at the beginning of class (see late work policy above). No emailed assignments will be accepted unless otherwise indicated. When appropriate your work must be cited in either MLA or Chicago style and you must always give proper credit to the texts from which you draw and formulate your ideas. If you fail to provide citations, the paper will be returned without a grade until resubmitted with corrections or, if repeated instances occur, points will be deducted and the student may be reported for academic misconduct. Title pages and bibliographies are not counted toward the minimum page requirements, and are only necessary when specifically noted. Student information (name, date, class) is single-spaced, at the top left-hand side of the first page. Page numbers should appear in the top right hand corner after the first page. Do not put extra spaces between paragraphs, and paragraphs generally contain no less than four sentences. You will have to change your settings in Word (and most other word processing platforms). Movie titles, magazines, newspapers, journals, and books are italicized. Article, song, and chapter titles, etc., are “in quotation marks.” Quotes inside of a quotation use ‘single quotation marks.’ Papers should be written from an academic perspective – so no colloquial language please! I am always happy to read drafts of written work if I receive them a reasonable time (at least 3 days) before they are due, and feel free to talk to me about assignments during my office hours.

GENERAL GRADING GUIDELINES FOR WRITTEN WORK:
A Paper – An A paper shows me you’re engaged with the readings, the media, and the lectures in class. It’s a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You’ve demonstrated an exceptional understanding of our readings and the in-class materials and how they intersect with one another.

B Paper – The B tells me you’re doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

C Paper – The C paper means that you’re not as invested in the class as I’d like to see. Your writing is relatively weaker than it could be and you’re not thinking as critically as I’d like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

D Paper – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows. Please note: a D paper or below may be resubmitted once during the semester for a better grade.

PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, CONSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.
GENERAL GUIDELINES FOR CONTRIBUTIONS TO LEARNING CULTURE

This classroom is what we all make it. The contributions to learning culture portion of your grade is designed to recognize the work and learning you do every day in the classroom and your collaboration with other students and the professor. Effective learning is informed by personal knowledge, trial and error, reflection, and conversations with colleagues. CLC is more than simply the number of times you raise your hand to answer questions or sitting in a desk every class (although that’s part of it). Because this aspect of learning is qualitative rather than quantitative, there is no exact mathematical formula. These, however, are my expectations:

A: This student contributes to both classroom and group discussions. His/her comments are insightful and thoughtful, even if occasionally mistaken. S/he might have a bad week now and then, but in general s/he comes to class prepared, participates in small group discussions, and is respectful of the professor and other students (i.e. not talking to neighbors or texting or playing first-person shooter games). If the student is less comfortable talking in class, s/he finds other ways to contribute. S/he may demonstrate improvement over the course of the semester.

B: This student makes less frequent contributions to classroom discussions. S/he comes to class prepared, and even if s/he prefers not to speak in front of the whole class, this student actively participates in small group discussions. S/he is respectful of the professor and other students (i.e. not talking to neighbors or texting or playing first-person shooter games). S/he may find other ways to contribute to class as well. S/he may demonstrate improvement over the course of the semester.

C: This student rarely contributes to classroom discussions and does not show a critical engagement with the class material. S/he has spotty attendance and frequently comes to class unprepared. Participation is minimal, even in small group discussions. S/he may talk to fellow students while other students or the professor is talking, and s/he has a tendency to be distracted by personal electronics.

D: This student almost never contributes to classroom and does not show a critical engagement with class material. S/he frequently misses class and therefore cannot participate in small group discussions, and when in class, s/he is unprepared. S/he may talk to fellow students while other students or the professor is talking, and s/he has a tendency to be distracted by personal electronics.

F: This student does not attend class. When in class, s/he is unprepared and/or disrespectful.
Using Canva or another free infographic program, you will create an infographic review of the previous unit. Infographics combine text, graphics, and images together in a way that is aesthetically appealing and informative. Your infographic should provide an overview of the unit theme. Each theme is different, but an overview could include things like key terms, people, policies and legislation, events, story summaries, etc. (For Surviving Assimilation, for instance, you might have a section on assimilation policy more generally, a section on boarding schools, a section of notable boarding school survivors, and a section on language revitalization efforts today.) The infographic should also connect to the bigger themes of the unit.

The expectation is that you will be using course material rather than conducting additional research, but of course if there is a gap you want to fill in or something else you think is relevant (additional boarding school statistics, for instance), you may include outside sources.

Here are some examples that I found with a quick google search that might give you some ideas for how you can arrange information (I am not saying that all the information included in the infographics is correct):

On Mayan deities
History of the Businessmen
Native American Homes
Reservation Myths

Requirements:

- Two “pages.” (If it’s a very detailed, small format, a single page might be fine—check with me for approval.) Avoid having more than three pages.
- Mention/explicitly draw on at least 4 readings (a citation is enough to count as mentioning a reading).
- Provide an overview of the unit. It doesn’t have to to include everything, but it needs to cover more than one thing.
  - For Unit 1, for instance, you might focus on key terms: sovereignty, settler colonialism, doctrine of discovery, oral tradition, etc. You could take on the Marshall Trilogy’s mistaken assumptions, like we did in class. Or you could choose two or three of the Peoples we have talked about and give some history that connects to our big themes (sovereignty and other key terms, Native histories, erasure of Native histories). If you are ever uncertain, feel free to run your outline by me.
- Direct quotes must go in quotation marks. Use either parenthetical references or footnotes—whatever makes sense.
- You may do two separate infographics, if that makes the most sense to you.

See rubric on following page.
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Okay</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visuals/editing</strong></td>
<td>The infographic is visually appealing and well-organized. Includes a mix of words and graphics. Free of editing errors.</td>
<td>The infographic is visually appealing but might need some organizational revision. Includes a mix of words and graphics. Relatively free of editing errors.</td>
<td>The infographic is a bit jumbled and might tend heavily toward either text or graphics. More frequent editing errors.</td>
<td>The infographic lacks a clear organization and doesn’t pay attention to visual reception. Frequent editing errors.</td>
</tr>
<tr>
<td><strong>Content (13 pts.)</strong></td>
<td>The infographic provides a sophisticated overview of the unit supported by specific examples, free of errors in content and understanding.</td>
<td>The infographic provides a basic overview of the unit supported by specific examples, with a couple of errors in content and understanding.</td>
<td>The infographic provides an unsophisticated overview of the unit based entirely on generalizations. May be overly narrow. May contain errors in content and understanding.</td>
<td>The infographic provides an unsophisticated and incomplete overview of the unit with errors in content and understanding.</td>
</tr>
</tbody>
</table>
Letter to the Editor Assessment

For this version of the Unit Assessment, you will pick a “controversial” issue from the unit and write a letter to the editor on that topic. You can choose whether you are writing from the perspective of today or at any point in the past, and you may choose a perspective other than your own (for instance, if you want to write about the Marshall Trilogy, you could write from the perspective of a Cherokee person in the 1830s). The expectation is that you will use course material to write the letter. However, you may choose to do additional research if you have a topic you are interested in or need to fill in gaps from course material.

Requirements

• The letter must address a specific issue.
• The letter must have a clear perspective (which can be your own, or a perspective other than your own personal position). Articulate an argument in the first paragraph.
• 2 pages double spaced (avoid more than 3 pages), size 12 Times New Roman font.
• Reference at least 3 course readings.
• Reflect larger course/unit themes
• Provide in-text citations (parenthetical or footnotes).

I suggest the following basic outline for the letter:

Introduction that states perspective/argument
Body paragraphs
  Explain context of the argument
  Support argument with specific examples
Conclusion
  Restate argument and suggest where to go from here/what the letter writer wants to have happen as a result of the letter.

See rubric on next page.
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Okay</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style/Organization</strong> (5 pts.)</td>
<td>The letter is well-organized and free from mechanical errors. Writing is clear and fluent. Sources are cited correctly.</td>
<td>The letter has a clear organization. Writing is strong despite some lapses in clarity or mechanics. Sources are cited correctly, with one or two exceptions.</td>
<td>The letter lacks a clear organizational structure. Writing struggles at times with clarity and mechanics. Occasional citation errors.</td>
<td>The letter lacks clarity in writing, has frequent mechanic errors, and does not attempt to cite sources.</td>
</tr>
<tr>
<td><strong>Argument</strong> (5 pts.)</td>
<td>The letter is organized around a clear and consistent argument in response to a controversial issue, stated explicitly in the first few sentences of the letter and present in each of the body paragraph.</td>
<td>The letter has a clear argument in response to a controversial issue, but it may not develop that argument clearly/explicitly in all body paragraphs.</td>
<td>There may be an implicit argument or response to a controversial issue, or the purpose of the letter may be worded vaguely or indirectly, but the letter lacks a clear, cohesive, argument both in the introduction and in the body paragraphs.</td>
<td>The letter presents no argument.</td>
</tr>
<tr>
<td><strong>Evidence/content</strong> (10 pts.)</td>
<td>The letter supports its argument with concrete, relevant evidence from a variety of class materials, demonstrating a mastery of those materials.</td>
<td>The support/evidence provided for the argument may be overly generalized at times and there may be minor mistakes in understanding.</td>
<td>The letter struggles to provide meaningful support for its claims, relying on generalizations.</td>
<td>The letter relies entirely on generalizations without an understanding of course materials.</td>
</tr>
<tr>
<td><strong>Context</strong> (5 pts.)</td>
<td>The letter demonstrates a sophisticated understanding of the context/themes surrounding the chosen issue.</td>
<td>The letter demonstrates a basic understanding of the context/themes surrounding the chosen issue.</td>
<td>The letter demonstrates an incomplete or unsophisticated understanding of the context/themes surrounding the chosen issue.</td>
<td>The letter does not address the context/themes surrounding the chosen issue.</td>
</tr>
</tbody>
</table>
Part 1: Spoilers!

Provide a one- to two-paragraph summary of the story. Don’t worry about spoiling it for me—I’ve read it. (1/2 page to 1 page) *Do not copy from the internet. You will receive a 0 with no chance to resubmit.*

Part 2: Context

Look up the court case *Oliphant v. Suquamish.* Explain the background, the outcome, and what it means for Native American sovereignty and/or jurisdiction. *Do not copy and paste. Put everything in your own words. Provide the URL for the website(s) you used.*

Part 3: What is the author’s perspective on [major course theme of your choice]?

As a result of this reading, what can you infer is the author’s perspective on one of the major themes we’ve talked about this semester? (Possible choices: federal Indian policy, surviving assimilation, oral tradition, questioning dominant historical narratives, sovereignty, etc.) Make sure you explain the background of the theme, and provide specific evidence from the text to support your claims. Include page numbers when using direct quotations.

Part 4: Quote

Choose a quotation or passage that stood out to you. Provide the quote (including page #), and then in 4-6 sentences, explain why this quote is important or why you found it particularly meaningful/moving/funny/sad/etc. Instead of writing, you may also go a more artistic route and create some sort of image (digitally or by hand).

Instructions: Complete each of the above sections. Provide page numbers in parentheses when you provide direct quotations. The response should not be written as a continuous essay but rather 4 separate sections (label them “Part 1,” “Part 2,” “Part 3”). Responses must be typed—size 12 Times New Roman, double spaced, 1” margins on all sides. You don’t need a bibliography or works cited. I’m a cruel and vindictive professor, so I will subtract points if you don’t follow the standard formatting requirements.
Collaborative Research Project Phase 3: Final Project

The website should be up and running by 11 am on Th. May 3. (We will meet in the classroom @ 10 am for last-minute fixes and the official launch.)

Individual Assessment

1. Describe your contributions to the project. You don’t have to provide a detailed summary of specific content—just the broad outline. If you worked in a small group, describe the group dynamics.

2. Pick two of the course objectives, listed below. In about 8 sentences each explain how your work for this project shows that you have mastered those objectives. Use specific examples from your work.

   • **Key concepts:** Identify and define key concepts in Native American Studies, including sovereignty, survivance, settler colonialism, and federal policy.
   • **Tribally-specific histories/cultures:** Recognize the enormous diversity of Native cultures and histories, as well as the shared experiences that have shaped them over time.
   • **Indigenous perspectives:** Recognize and apply Indigenous perspectives of the past, present, and future.
   • **What stories we tell, and how we tell them:** Critically analyze historical narratives are constructed and the role that power plays in crafting national narratives.
   • **Research and sharing knowledge:** Apply interdisciplinary methods and skills to research and share knowledge about Indigenous experiences.

3. Using the rubric, how would you grade yourself? You can provide general comments to explain. List the strengths and weaknesses of your work.

4. What grade would you give the class project overall? Why?

(Rubric on next page.)
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Okay</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relation to project goals/topic</strong></td>
<td>Material fits within the goals/topic of Indigenous Lincoln and contributes to the overall project in a meaningful way.</td>
<td>Contributes to the project in a meaningful but perhaps less obvious or clearly-articulated way.</td>
<td>Makes only a superficial contribution to the goals/topic of Indigenous Lincoln.</td>
<td>Does not make a meaningful contribution to the goals/topic of Indigenous Lincoln.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>The project demonstrates a sophisticated mastery of course objectives as listed on the syllabus.</td>
<td>The project demonstrates comfort with course objectives but might lack depth or sophistication in places.</td>
<td>The project demonstrates only a superficial understanding of course objectives.</td>
<td>The project demonstrates a lack of familiarity with course objectives.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Demonstrates a strong and sophisticated understanding of the content. Information is specific rather than relying on generalizations.</td>
<td>Demonstrates a strong understanding of the content, with a few errors and perhaps missing some important details. May fall back on generalizations but most of the information includes specific examples.</td>
<td>Demonstrates a basic understanding of the content, with some errors and gaps in knowledge. Relies on generalizations.</td>
<td>Demonstrates only a superficial understanding of the content and does not go beyond generalizations.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Information goes beyond facts. Shows analysis/evaluation of all researched information. Addresses the so what?</td>
<td>Limited explanation of facts. Shows some analysis of all researched information. Makes an effort to address the so what? but might leave the question partially unanswered.</td>
<td>Does not go beyond facts—minimal analysis of researched information. No clear effort to address the so what?</td>
<td>Simply lists facts without an effort to analyze.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Sources contained high quality info. Sought out available sources. Uses several different types of sources (books, newspapers, photos, material objects, etc.—considering Indigenous perspectives/voices). Includes proper citations and works cited.</td>
<td>Most sources contained useful/high quality information. Sought out available sources. Used a few types of sources and included Indigenous perspectives. May have a few errors with citations and works cited.</td>
<td>Some sources may contain questionable information or weren’t used in project. Minimal effort to vary sources or include Indigenous perspectives. Does not provide in-text citations when appropriate.</td>
<td>Relies on superficial research and questionable, limited sources. Does not provide consistent citations.</td>
</tr>
<tr>
<td><strong>Appearance/Presentation</strong></td>
<td>Visually appealing and actively engages audience. Uses multimedia format effectively to showcase topic. Well-organized. Free from editing errors.</td>
<td>Visually appealing but could use multimedia format more efficiently in places. May have some organizational issues. Relatively free from editing errors.</td>
<td>Contributions are a bit jumbled and might tend heavily toward either text or graphics. No other forms of media/seems a bit sloppy. More frequent editing errors.</td>
<td>Audience not actively engaged. Doesn’t embrace multimedia format. Frequent editing errors.</td>
</tr>
</tbody>
</table>
Example of “Excellent” Infographic Unit Assessment

**ETHN 201: UNIT 5 ASSESSMENT**

**TRIBAL JUSTICE**

The Legal Foundation: The Marshall Trilogy

*Harper v. Virginia (1994)*: Indian Country is sovereign, *domestic dependent* nations; U.S. has no jurisdiction

*Worcester v. Georgia (1832)*: Georgia has no jurisdiction over Indian Country; limited federal jurisdiction (tax, trade, land sales)

*Johnson v. McIntosh (1823)*: the decision that codified the Doctrine of Discovery

**THREE 'TESTS' FOR CIVIL JURISDICTION**

**NO. 1**

When non-members enter into a consensual relationship with the tribe or its members

**NO. 2**

When non-members' conduct threatens political integrity, economic security, or health of the tribe

**NO. 3**

When authorized by Congress, an example of this would be with domestic violence through "Violent Against Women Act"
Example of “Good” Infographic Unit Assessment

**DINE LAW**
K'ii: a person’s unique and reciprocal relationship with community and universe. Promotes respect, solidarity, compassion, and cooperation to live in harmony with others.

**YUROK LAW**
Have “crossers” which facilitate help for the victims. They are non-relatives (most cases 4 crossers for both parties) but if solution not reached, banishment was the punishment.

**CHEROKEE LAW**
Law of Blood (1833): if someone from a clan was murdered by someone in/outside of the clan the criminal can either be killed or they can be the ones to take the dead clan members place.

**OJIBWE LAW**
Doodeen (kindship) and mino-bimaadiziwin (good life/live in balance) both essential. Goal: Restitution/healing Want to prevent revenge cycle from being perpetuated (ex. Windigos)

**INUIT LAW**
Maigait: things that have to be FOLLOWED. Ripuqit: things that have to be DONE. Tiriqulisuut: things that have to be AVOIDED. Criminals consulted by Angakkualik (spiritual leader) to attempt to help them come clean so that they can be a contributing member. 1st counsel would be gentle but if 2nd offense, the 2nd council will be more harsh and if the criminal refuses to change, they can be banished or killed.

**OLIPHANT V. SUQUAMISH**
This court case was mentioned in Erdrich’s book in reference to all the tribal cases that Joe’s father had files of. This particular case was relevant to the story because it called into question who (state or nation) has jurisdiction over a crime committed by a non-Indian on native American land (which was the premise of the case in the book.

**WINDIGO THEME**
When Joe takes it upon himself to kill Linden, I saw this connection with them trying to not get caught up in revenge and restoring the balance. By killing this windigo (linden) they would restore harmony but Joe ran the risk of becoming one himself because he looking to avenge his mother.

**CONNECTIONS OF TRIBAL LAW TO ERDRICH’S ROUND HOUSE**
Example of “Okay/Needs Improvement” Infographic Unit Assessment

**NATIVE REPRESENTATION**

**STEREOTYPING**

“The movies loom so large for Indians because they have defined our self-image as well as told the entire planet how we live, look, scream, and kill. Indian film makers are prisoners of this creation, and its no wonder that many of Indian films that do exist are about stereotypes and even Hollywood movies.” - Paul Chaal Smith

**STATUES & MONUMENTS**

“Where do you start and where do you stop?” he asked, further supporting his position by saying “It’s a slippery slope. If you’re a native Indian, I can tell you, you’re not very happy about the history of General Sherman or perhaps President Grant.” - Rose Miron, Article

**REPRESENTATION:** The action of speaking or acting on behalf of someone or the state of being represented

Buffalo Bill: A wild west icon, has memorials in Deadwood, and other places. Forcefully fought Native Americans no matter what their state. Violent and inhumane to the Natives that inhabited the Land. But still seen as a hero.

**ARTWORK AS A FORM OF HEALING**

Many Native Americans use art and music as a way of positively portraying their culture and past. The music and artwork speak for the past and are a way to release emotion onto canvas. To remember the past and embrace the future.

Christopher Columbus

“As soon as I arrived in the Indies, on the first island which I found, I took some of the natives by force in order that they might learn and might give me information of whatever there is in these parts.” - Columbus Journals

Of the 258 statues in the database that represent American Indian history, 156, or nearly two-thirds of them, feature Indians within groups of white settlers. In these narratives, Indians are typically presented without tribal designations or names, conflating them as useful guides, antagonists, and props in larger narratives about white settlers and the progress of the U.S. nation-state.
The Inadequacy of Federal Law on Violence against Native Americans

Through many of the injustices enforced by federal government on Native American people, one of the most upsetting topics is violence against Native Americans. Federal law puts Native People on Tribal Land in danger of violent crimes because they do not allow Tribal Justice to take place when needed. Because of this, people think it is easier to get away with crimes of violence, drugs, and other detrimental activities on Native Land because it is harder to get caught or incarcerated, putting Native People at risk. Indigenous people should be able to enact their own Tribal Justice on offenders who commit crimes, both violent and non-violent, on Native People because too often offenders are able to get away with crimes and violence because the federal government fails to serve justice to Indigenous people and Indigenous land.

Native conceptions of Justice are much different from the Western view that many of us are used to seeing in our day to day lives. One large aspect of Native justice can be seen through the stories of the Windigo, which summarizes the ways in which Native people seek justice that is restorative to the community as a whole in order to protect the tribe and its people from being consumed by the creature (Tribal Justice, 4 April 2018). Similarly, another example of how Native justice differs from Western ideals comes from the Dine. The Dine follow the term K’é which involves “a person’s unique, reciprocal relationship to community and universe” and “promotes respect, solidarity, compassion, and cooperation so people may live in hozho (harmony)” (Tribal Justice, 4 April 2018). With these examples we can see that Native conceptions of justice are derived from a source of peacemaking and healing with both the community and the offender. This is actually a very sophisticated form of justice as it works to help and heal all individuals involved in disputes rather than only serving one purpose of “just desserts.” This shows that Natives are completely capable of enforcing justice and should have the grounds to practice justice when it concerns Native people and Native land.

In an article written by Sarah Deer titled, “Federal Indian Law and Violent Crime: Native Women and Children at the Mercy of the State,” Deer talks about how apologies have been made by the government to Native people for the injustices concerning violence against Native people, however this does not go far enough; rather change, massive change, needs to occur for these atrocities to be reconciled. Deer writes, “decision making authority and control over violent crime should be restored to indigenous nations to provide full accountability and justice to the victims” (Deer 18). This reiterates the point that Native people deserve to have control over the justice system when concerning Native people, especially Native violence because apologies can only go so far. The only way to right the wrongs of the past is to make a change.
To understand the true pain, injustice, and violence committed against Native people, we can look at Louise Erdrich’s novel, “The Round House.” Through the story we learn of a boy named Joe and his mother who was raped, and even though the rapist is discovered, he is able to get away with it because of the inadequacies of the federal government and the inability for Tribal Justice to take place. This painful story represents the true pain that is felt not only for the victim, but for the community as a whole. When Joe realizes that he must kill the rapist in order for his community to be safe and to heal he goes through much turmoil as Erdrich writes, “the thought came again, more insistent, and this time I let it in and reviewed it. I thought this idea through to its conclusion. I stood back from my thought. I watched myself think. The end of thinking occurred” (Erdrich 249). Here we see how the injustice taking place causes a boy of thirteen years old to consider over and over again the possibility and eventually the reality of his responsibility to kill the rapist in order to serve his mother, his family, and his community justice which is something no child should have to endure. This again shows why it is so important for Native people to have the right to Tribal Justice in cases concerning violence against Natives.

Through these examples it is easy to see the injustice that takes place every day on Native people’s lives through acts of violence. The only way to combat this massive and traumatic issue is to enact change in the way we view laws and law making for Native people and Native land. Rather than sharing apologies to Native people for five hundred plus years of violence, death, and injustice, we must change the way our justice system works in order to heal everyone and ensure everyone’s safety on and off tribal land.

**Example of a “Good” Letter to the Editor (Unit 3)**

Dear Editor,

I am writing this letter as a person who is non-Native but does not agree with what is being done to Native children in our world right now. Indian children are being taken from their parents and their families and sent to boarding schools to become more “civilized”. Not only do I not agree with this issue, but I also think it is highly ineffective and traumatizing to those affected.

I understand that these boarding schools are supposed to “help” Indian children, but the boarding school concept only looks good on paper and cannot be applied well in the real world. These schools aim to civilize these children by giving them a proper education because it is commonly thought that Indian children will not be able receive this education otherwise. This is not the case, as Charles Eastman writes about while documenting his own life. Eastman states that Indian children don’t learn the same way that American children learn. American children
learn everything in schools, whereas Eastman writes that Native children learn through trial and error, through experiences, and through example from their peers and elders. This just further proves that boarding schools are very ineffective at trying to Americanize Indian children.

Zitkala-Sa writes about her experiences at a boarding school. She writes about how she was forcefully taken from her family, along with every other Native child in her tribe. She goes on to write about how she and several other children would become homesick and cry, causing even more homesickness. She wrote about how she would hide under beds in order to rebel against what she was told to do. She also wrote about how her hair was forcefully cut short, which is a sign of mourning among her people. She stated that once her hair was cut she felt like she lost her Indian spirit, which was detrimental to her. I think this story is relevant because it shows how boarding schools break down Native children, which will be traumatizing to these children later on in their lives.

Another example of how boarding schools are negative for Native children is what is happening in Canada. In Canada, children are being forcefully stripped of their heritage, which has taken generations for their ancestors to build up. By stripping this heritage, children are not receiving an insight to their ancestors that they rightfully deserve. Children are also being over disciplined for misbehaving in even the smallest of ways. Children are going to misbehave, and I do think that proper discipline should be in order. But I also think sometimes it is better to explain why something is wrong rather than just discipline the child right away. It has also been reported that children are being over worked and underfed. They are using more calories than they are taking in, which can lead to malnourishment or other health-related problems. These are just some of the major issues that these children are being exposed to every day. This is a problem and needs to be stopped as quickly as possible. (They Came for the Children)

I hope my thoughts and concerns have been well received by those that read this letter and that others will agree with me on wanting to stop these boarding schools. I strongly believe these schools to be ineffective and will ultimately only have a negative impact on the Indian children and families that are affected and will result in trauma to these people for the rest of their lives.

Example of an “Okay” Letter to the Editor (Unit 4)

One of America’s greatest Memorial’s and Monuments is of Christopher Columbus. In 1492, it is told that Christopher Columbus crossed the Atlantic Ocean, knowing nothing about where he was going or where he would land. Then all of a sudden it is said that him and his men landed and stumbled on what is now America. Which is all
a fictional made up story to hide the truth about who really found America and what happened to the people that found it. Which is why my argument is that, America needs to stop acknowledging false history and making monuments and memorials of fake heroes and discovers.

In the article “Statues, national monuments, and settler-colonialism Connections between public history and policy in the wake Bears Ears and Grand Staircase-Escalante; by Rose Miron. The article explains that President, wants to shrink the national monuments of the Native nations; but there are “nearly ninety Christopher Columbus monuments across the country”. (Rose Miron, 2018). Our president would rather keep monuments up that display false history and tear down statues and monuments; of the real founders of this land and received no type of recognition for what they did. In the article there was a statement that said, “Trump administration are most concerned about, the issue of taking down these statues would force us to recognize that the founding of our nation is based on the dispossession of Native peoples” (Rose Miron). As you can see American is more concerned about, uplifting the white man and fathoming a lie; vs telling the truth and teaching the real history of how the Natives started everything.

Another statement mentioned within the article states “Of the 258 statues in the database that represent American Indian history, 156, or nearly two-thirds of them, feature Indians within groups of white settlers.” (Rose Miron). Native people have been oppressed and have never been acknowledge for what they have done for this country, you see that they have a low amount of statues and only have monuments without white settle within the monument. Compared to the nearly ninety statutes.

We need to start standing up for what is right and start acknowledging our Native people and nations. Not only do they deserve more status and monuments, they also deserve the recognition of being the founders of America. People around the country, need to know the truth about America and it starts with us to make the change.
OBJECTIVE 1: KEY CONCEPTS

Student C: First, key concepts of sovereignty, survivance, settler colonialism and federal policy can each be connected toward what I have learned while working on the group project. According to Jennifer Nez Denetdale sovereignty is the “concrete rights to self-government, territorial integrity, and cultural autonomy under international law.” While working on the project, Native Americans who are living on the Winnebago tribe in Nebraska, have the right to have human remains that were found by the University of Nebraska-Lincoln to have them returned to their tribal nation. At the beginning of the semester, settler colonialism was taught as the “system that appropriates labor, land and resources from one group of people for the benefit of another, replacing indigenous people with a new population of settlers.” In the final group project, Native American human remains have been found on east campus at the University of Nebraska-Lincoln by Professor Karl Reinhard for researching and studying to teach his students about. When settler colonialism occurred in the past settlers would take land, artifacts and objects from Native American people by giving them to museums to be brought up for displaying.”

Student D: The key concepts in my work were limited to oral tradition, assimilation, sovereignty, and survivance. Oral tradition is told in the Lincoln State Capitol Building on the ceilings where there are panels representing many historical aspects of Native history along with the creation stories thrown in. Assimilation is covered in the boarding school section where I talk about what went on in a boarding school and the reason behind them. Sovereignty is represented by Chief Standing Bear and his efforts to fight in federal court for the rights of a Native body. In total, my work is represented by survival because each section tells a story of how Natives pushed past adversity to gain either more sovereignty or more recognition and respect throughout the community and past.

   ii. Sovereignty: the right to self-governance, cultural autonomy, and territorial integrity.
   iii. Survivance: survival
   iv. Settler colonialism: when one group of people use another group of people and their resources for their own benefit
   v. Assimilation: forcing a group of people to adopt a new culture as their own to get rid of the original culture
   vi. Oral tradition: stories told by elders and creation stories

OBJECTIVE 2: INDIGENOUS PERSPECTIVE

Student A: “Through the Lincoln Journal Star articles, which many were looking back on those events, many of the older voices in those articles sharing information on their experiences with the Lincoln Indian Center Inc. and Wounded Knee Trials. Additionally, these current articles looking into the past are written by Kevin Abourezk, a local Native journalist. Therefore, I made an effort to incorporate those statements from local Native individuals in the narrative of Native Activism in Lincoln, Nebraska. I was also able access the editions of the Lincoln Journal Star during these events. As such, I was able to litter the page with photos, information, and perspectives specifically from the local Natives involved with the Wounded Knee Trials and the Lincoln Indian Center. With the Wounded Knee Trials, I had access to Judge Urbom’s autobiography and a secondary source on the trials. Through these sources, I will be able to contextualize the setting and actions taken by the American Indian Movement members being convicted in Lincoln, Nebraska. Thus, by offering the perspectives and reasonings behind the defense team and individual opinions. Furthermore, these sources would allow me to show the community building and support from local Natives to the AIMs protestors.”

Student D: “Indigenous perspective were represented through some of my work such as, the boarding school page where I address how Natives felt about assimilation. They did not approve of them in the past and will not approve of a group of people trying to change their way of life. Chief Standing Bear also stood up for his sovereign rights by going to federal court and asking for his son. I think that the statue is
a good reminder to all Natives, especially if they know the story behind it, that sovereignty still needs to be fought for.”

Student E: “I used this project as an opportunity to learn from an Indigenous perspective. My conversation with Tessa was very interesting, and I really wanted to be able to share her perspectives. I also compared her experiences to those reported in the Daily Nebraskan’s articles about Native experiences on campus, and I was able to draw some parallels. I think the campus climate has improved, but that it can get a lot better. My interview with Tessa and my digging into the past Native American experiences had made me think about what stories we tell and how we tell them. With the UN example from the Daly Nebraskan, the mock assassination of the person who allowed Black Elk to present was probably funny to the members of mock UN, but very disheartening to Black Elk. Tessa made me think about the way we tell Native stories, and how we still rely on non native actors to tell Native stories.”

OBJECTIVE 3: TRIBALLY SPECIFIC HISTORIES/CULTURES
Student G: “Tribally specific histories/cultures, is a concept that we reflect in our section of the website. At the beginning of our section we recognize the previous nation that once resided in Lincoln, which was the Oto and Oto Missouria. We then go into an overall of native nations who once resided in the state of Nebraska. From these two sections we are already recognizing the diversity of Native Nations over history. We also go over how the various Native nations moved around the state of Nebraska or moved out of the state with treaties and removal over time. We then go into how Native Americans are still present in the city of Lincoln today. Although there is a small percent of Native Americans in Lincoln they still have a presence currently by the Nebraska Commission on Indian Affairs, the Indian Center and Tribal Beats.”

Student H: “I think that I really learned a lot about how Pawnee Tribal law works. There are a lot of aspects that go into it their government that I wasn’t expecting. Especially the fact that they no longer rely on a hereditary chief and rather have a unanimous vote for who their next chief will be. Also, the fact that they have a business council and a chief council was very interesting.”

OBJECTIVE 4: STORIES
Student F: stories: Another course objective I highly focused on was the way that we tell stories and why. The way I talked about this was referencing a few shows from the past that were displayed at GPAM. The shows I chose to talk about had artwork from Indigenous artists and allowed for me to give examples of how GPAM works with the artists giving them time and space to operate at the Museum in order to speak with the public and give tours of their exhibits. This is important because the public can come and learn from the artists why they made their art a certain way or why they used specific materials. This gives the artists space to speak about their artwork, which is a form of storytelling, and help the public earn an education about the history, culture, and perspectives of Indigenous people.

Student B: “We also need to realize the importance of hat stories we tell, and how we tell them, therefore I included Native Daughters. This is crucial as it shows the struggle Native American women have had in today's culture. The Native Daughter is a collection of personal narratives and projects about different Native American Women. This magazine and website allows readers to see what Native Women have had to fight against in modern society. This shows us the importance of not only giving the perspectives of Native women but of different types of native women, therefore different experiences and struggles. Creating a collection of stories to analyze. These perspectives allow us to understand the historical, political, and cultural role Native American women hold.”

Student G: “I think one of the objectives my part of the website shows is the objective about what stories we tell. One thing that I tried to bring up through my part about representations is how the misrepresentations and stereotypes of Native Americans are something that are harmful in how they become all the public sees and also how Native people view themselves. I think in a way this is the stories we are telling even if they aren’t the traditional form of a story that we are used to. I say this because in a way these stereotypes are based off of views from history and helped to define the national narrative of
what we believe. I briefly touch upon Columbus within my part and also on the idea of savages and how stereotypes stemmed from past history. I also think that representation is a reflection of the stories that have been told or in the case of Native Americans the lack of stories or history being told. I think a big thing within our class was the idea of how Native American stories haven’t been taught to us in the past, but within my portion I’d like to think that representation allows for the stories to be told and also told in an accurate way. I think the way that my portion shows this is how we found examples of representations such as Vision Maker Media, and KZUM Tribal Beats and how they allow for Native stories to be told. When it comes to the how we tell them, I also think these mediums of representation allow for accurate stories to be told rather than some of the watered down history we have been taught in the past.”

OBJECTIVE 5: RESEARCH AND SHARING KNOWLEDGE
Student C: “Researching and sharing knowledge about what happened at the University of Nebraska-Lincoln with the controversy of Native American human remains can help with developing better relationships. In unit 1 Native American human remains were taught about being found and used at the exhibits or museums to show to the public. However, artifacts, objects and human remains were often stolen by white settlers. For the two weeks that the class worked on the project, both me and my partner contributed together by deciding who had which part to work on for the project. After being able to accumulate all of the research, both of us made our page called “campus remains” and separated the information into several sections for readers to have a better handle on the situation that happened at the university.”

Student A: “The primary purpose of my page is to offer a basic understanding of Native Activism from 1969 to 1999, using various different sources. These sources include newspapers, photographs, an autobiography, and scholarly sources. Through these multiple sources, I assist the general reader in interpreting the potential biases, along with assumptions the authors of these texts are starting heir writing with. Through using both information provided by scholarly texts and newspapers, I can reaffirm the facts of what occurred during this time frame, along with the potential impact these text had on the local population reading these newspapers. Moreover, I discuss how the individual, local Natives either reaffirmed what a newspaper article was stating. By doing this, I hope to share the importance of personal narratives and opinions to help contextualize the larger narratives and opinions of the Lincoln population. Furthermore, the amount of primary sources I use over secondary sources, not factoring in the lack of these types of sources, should show the importance of more attention going towards primary sources. Even so, using both types of sources is essential to analyze the documents over the event, culture, and/or time period, along with contributing to the historical arguments and conversation other scholars are having on the same subject.”

Student I: “I don’t really know what to say about this other than that is literally what I did. I researched a lot of tribal-law related material online and shared it with Daniel. I visited many different sites to do this, but I found the most useful ones to be supreme.justia.com.”

Student J: “Having looked into many different things that represent Native Americans in Nebraska, I have learned that many times the story will be altered based on who is telling the story. For a discussion we watched a documentary that had a Nebraska Historical Society representative speak on behalf of Indian remains, yet today it has evolved that the four main tribes in Nebraska all have representatives there to help identify and protect items that are related specifically to their tribe.”