

Community-based learning in Indigenous contexts
NATV 461

Summer 2014, University of New Mexico
June 16-27, 1pm-5pm NAS classroom
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Course Description:

This course explores the meanings of “Indigenous Education” through current scholarship and through participation in a community-based setting. We will study Indigenous educational traditions and examine their applications for contemporary practices while engaging in service-learning. Site-based visits during class time are required for a majority of the course.

Community Partner:

The Bureau of Indian Education serves approximately 183 schools across the Nation. These schools are either operated by the bureau or tribally controlled. All schools within the bureau must comply with ESEA regulations and guidelines, and these guidelines include serving homeless youth and children (Title X, Part C, Subtitle B McKinney-Vento Act). As a result, the BIE has been developing training programs to assist schools in providing support to their homeless youth and children and has awarded discretionary grants to seventeen (17) schools and two (2) consortium grants. This course will assist BIE Homeless Program in developing training modules to homeless students, youth and parents about accessing and maneuvering the postsecondary education system. Participants in the course will assist with an important initiative and provide valuable service to homeless children, youth & parents in the BIE. We look forward to your participation!

Required Texts:

All reading will be required for this course. The book will be available at the UNM Bookstore. Supplemental reading will be on EReserves. Go to “ereserves.unm.edu” and login. The password is lobo461

*Learning through Serving: A Student Guidebook for Service-Learning and Civic-Engagement Across Academic Disciplines and Cultural Communities – Cress, Collier, Reitenauer & Associates (LS) (2nd edition)

*Articles and Materials on EReserves

Course Requirements

Your score for each requirement will be multiplied by the percentage it's worth in the overall grade. Requirements are usually worth 100 points each.

- Journaling 20%
- Academic Reflection paper 15%
- Small Group Discussion 15%
- Class discussion/participation/attendance 15%
- Service learning project participation, including final presentations/sharing 35%

Journals

This journaling activity is a way for you to document and reflect on your learning and experience during class and when you are working at the community sites. It is informal - I want you to write in first person and write freely about your experiences and thoughts. I will be the only one to check your journal. When you write an entry, always report on activity or readings from that week but you may reflect back on earlier experiences or make predictions about future events or activities.

I will check that you are making entries each week of at least 200 words. You can keep a handwritten or typed journal, but you will need to bring it to class each due date to show me you are making entries. If you need help with how to start, answer the questions What? So What? Now What? with regard to the previous week's activities, readings, and discussions.

Graduate students: your requirement is 300 words per entry

Academic Reflection paper

Your academic reflection paper is based on your journal entries but organized into an academic paper. The difference here is that I will read your reflection paper closely (I only check your journal for entries) and review for connections to concepts/issues/ideas referred to in our readings and other course material/content. The reflection paper should be 6 typed pages, double-spaced, 12 point font, 1.25 inch margins.

Write about:

1. Summary of Project work
2. Discussion of the academic or theoretical concepts from the reading that related to your project work. Discuss some of the issues, ideas, and concepts from the reading and class discussion that you have learned about and that interest you the most.
3. Describe the connections of these concepts/issues/ideas that you are making to the service work. What experiences during the course of the service work align with those issues, ideas, or concepts from the readings, other content, and class discussions.

4. Then discuss the implications of this service work with regard to the future, to the populations/organization we are serving, and to your understanding and learning. Share the personal benefits you may have received as well and any recommendations.

Graduate Students – Your paper should be 8 double-spaced pages long, with expanded discussion on the academic concepts you have selected in step 2.

Small group discussion

You will make a presentation and create a discussion on one of the reading assignments from the class. The discussion should last **at least 20 minutes**. Use the ORID technique for help (see ORID handout on ereserves)

1. *Objective*: Summarize the reading.
2. *Reflection*: What was most compelling for you in this reading? What struck out for you as most interesting, complex, intriguing, or concerning?
3. *Interpretive*: Then discuss what you learned and what you felt was important. Relate it to your own experiences or perspectives.
4. *Decisional*: What are the implications of what you have learned or gained from the reading?
5. Have questions prepared at each stage to stimulate the class discussion.
6. Turn in an outline of your notes.

Class discussion/participation/attendance

This portion of your participation falls during the time we are in class on campus. Participation includes attending class, contributing to class discussion, active engagement during class activities, listening and respecting others in class.

Service learning project participation

This portion of your participation falls during the time we are on site with our community partners. Participation includes attending each required scheduled site activity, contributing to your group work or project, completing the task expected, showing your flexibility and patience when tested, maintaining professional and appropriate student behavior in terms of your relations with our community partner staff and students, listening and respecting one another.

Community Partner

- Bureau of Indian Education

Transportation

You will have to provide your own transportation to the site. We can set up car pools where and when possible.

Academic Integrity:

You are expected at all times to follow University policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or throughout the University; and nondisclosure or misrepresentation in filling out applications or other University records. I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hours.

Special Accommodations:

Please notify me as soon as possible if you experience any personal circumstances that might affect your participation in this course: medical conditions, physical limitations, learning disabilities, academic problems, emotional crises, family difficulties, or religious obligations. I will be happy to make reasonable accommodations when appropriate, provided that you notify me in timely fashion. All personal information will be kept in strict confidentiality.

Reading assignments to be completed by day of class for discussion during class

Daily schedule:

There will be time for breaks

Mon, June 16	Issue/topic/theme	Reading Assignment	Class activity
1pm	Intro, syllabus, ORID	*Syllabus *ORID guide	Introductions, review syllabus Ice breakers
2pm	BIE and this project		Guest: Valerie Todacheenie, BIE
3:30pm	How can we learn about the homeless?		<i>You tube</i> videos on homeless Native youth
	What do you know about homeless people?		Class discussion: Who are the homeless?
	What is our charge? Questions/ideas/concerns...	*LS text: Introduction and Chapter 1	Class discussion on our service learning project; Activities from LS
Tue, June 17	Issue/topic/theme	Reading Assignment	Class activity
1pm	What is the history of American Indian education?	*Film - Indian School: Stories of Survival (view in class)	History of education discussion
2pm	Who are we?		Sharing our educational stories (in 2 groups)
2:45	What is service learning?	*LS Chapters 2, 3	Activities from LS text
3:30	What is Indigenous education?	* <i>G. Cajete</i> – Reclaiming biophilia; * <i>Kawagley and Barnhardt</i> – Education Indigenous to place	SGD: One discussion leader assigned to <i>Cajete</i> One discussion leader assigned to <i>Kawagley/Barnhardt</i>
4:15	What are we learning about homeless youth? Learning about the BIE, Native student homelessness, and	*BIE definition of homeless *NAEH – Disproportionality in Homeless	Review course materials in groups – an introduction to data on the homeless

	resources	Youth *LGBT homeless fact sheet *Minnesota Amer. Indian Homeless Survey	Begin Group investigation on the BIE, Native student homelessness, UNM (and other) resources for homeless students
Wed, June 18	Issue/topic/theme	Reading Assignment	Class activity
1pm	Groups are fun/not fun; Creating cultural connections	LS Chapters 4 & 5	Journal check Discussion on reading; activities from LS
2pm	Defining the purpose of education	* <i>G. Smith</i> – Transforming education * <i>Banks</i> – Diversity, Group Identity, and Citizenship Education	SGD: if possible Grad discussion leader – <i>Banks</i> Undergrad discussion leader - <i>Smith</i>
2:45 – 3:15	What strengths do we have to draw from? What experiences can we translate/transfer into the guidance materials? How can we include that in our multimedia material? What ideas do we have for preparation materials?	*Urban Indian project powerpoint *Narrative for Urban Indian slide presentation	Begin developing ideas for guidance materials and multimedia
3:15	Learning about the BIE, Native student homelessness, and resources		Independent group investigation work
4:45			Report back on progress
Thur, June 19	Issue/topic/theme	Reading Assignment	Class activity
1pm	The value of reflection and mentoring	*LS Chapters 6 & 7	
1:45	Creating service learning projects	* <i>Arviso</i> – Tools for Iina * <i>Kahne & Westheimer</i> – Politics of service learning	SGD: if possible Grad discussion leader – <i>Kahne & Westheimer</i> Undergrad discussion leader - <i>Arviso</i>

2:15 – 4:45pm	Learning about the BIE, Native student homelessness, and resources		Independent group investigation work
4:45			Report back on progress
Fri, June 20	Issue/topic/theme	Reading Assignment	Class activity
1pm	Learning about the BIE, Native student homelessness, and resources		Journal check Share findings of group investigation
2:30pm	Safety zones, well-being, and student narratives: how can this research inform our project?	* <i>Lomawaima & McCarty</i> – When tribal sovereignty challenges democracy * <i>Fann</i> – Amer Indian High School narratives on college going * <i>Secatero</i> – American Indian Well-Being	SGD on <i>Lomawaima & McCarty</i> and <i>Fann / Secatero</i>
3:15 – 5pm	Guidance media and materials: addressing admittance to college and success in college		Begin planning project media and material items
			Complete a list of materials/equipment needs
			Begin planning for project work
Mon, June 23	Issue/topic/theme	Reading Assignment	Class activity
1pm	Organizing and Engaging in our work	Independent reading pertaining to projects	Defining the guidance media and material Project work
Tues, June 24	Engaging in our work	Independent reading pertaining to projects	Journal Check Project work
Wed,	Engaging in our work	*LS Chapter 11	Project work

June 25			
Thur, June 26	Engaging in our work		Journal check Project work
Fri, June 27	Presenting our work back to our partner		Academic Reflection paper due Presentations