GENERAL SYLLABUS

International Seminar on Cultivating Indigenous Well-Being

Course Number: KED 660 Hawai`i, CCS 690 Alaska, ___Arizona, ____Aotearoa
Course Title: International Seminar on Cultivating Indigenous Well-Being
Course Credits: 3 semester credits
Time Schedule: Alaska – Tuesday (6:00-7:30)
               Hawai`i – Tuesday 4:00-5:30
               Arizona – Tuesday (7:00-8:30)
               Aotearoa – Wednesday (2:00-3:30)

COURSE DESCRIPTION

The seminar will provide an opportunity for students from multiple sites to engage in the comparative study of issues associated with cultivating the well-being of Indigenous peoples and communities on an international scale, with an emphasis on the role of language, culture and education.

COURSE OBJECTIVES

• To develop a greater understanding about the role of indigenous culture and language in cognitive, social, psychological, spiritual and physical well-being.

• To examine how culture, language and education are deeply intertwined processes that shape, prepare us for, and guide us through all aspects of our life.

• To explore how our worldview influences the way we think and what we do.

• To explore how education contributes to the formation of individual and cultural identity.

• To examine the issue of self-determination in the context of the cultural and educational rights of indigenous peoples.

• To increase student’s understanding of the theoretical considerations that have been developed regarding the education of indigenous peoples.

• To help educators develop a knowledge base and set of skills that will enable them to work well with Indigenous students in a variety of settings.
REQUIRED COURSE MATERIALS AND TEXTS

The course is designed around a series of weekly seminars organized to help students develop an understanding of issues applicable to the well-being of Indigenous peoples. Students will be expected to read the assigned texts and supplementary materials, report on their assigned readings, participate in a mix of group projects merging personal experiences with established practices of Indigenous peoples. Students will utilize a Moodle website that includes many of the course readings along with PowerPoint presentations prepared by faculty as well as students for their individual and group project reports. Each of the participating sites will prepare a bibliography of readings that will serve as resources for each of the weekly seminar sessions.

COURSE REQUIREMENTS

1. Each student will develop a personal philosophy regarding the education of Indigenous peoples and the place of language, culture, identity, context, mores, traditional knowledge, and spirituality in schools and schooling.

2. All students will participate in the discussions and analyses of information presented by the readings and presentations.

3. Students at each site will participate in a group presentation reporting on some aspect of the education of Indigenous peoples, including Native American groups, Pacific Islanders, Alaska Natives, Native Hawaiians and other related groups.

4. Each student will prepare a final project that addresses some aspect of the issues addressed in the course.

5. Students will contribute to the development of a website that includes the group projects, the individual final projects, and a bibliography of the readings and resources associated with the class presentations.

COURSE STRUCTURE

The seminar portion of the course will consist of 14 weekly video/audio-conference sessions of 1.5 hours each, coupled with additional site-specific work as determined by the respective instructor. The seminars will be incorporated into the framework of the local course in which students are enrolled, with each of the four instructors responsible for weaving the material together and evaluating the students’ work for their respective course.
Responsibility for each of the weekly seminars will be distributed among the four participating sites according to the following schedule:

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The first seminar will be a get-acquainted session in which the expectations for the course will be reviewed. Sessions two through five will be the responsibility of each of the site faculty members on a rotating basis. Sessions six through nine will consist of student group presentations provided by each of the respective sites. Sessions ten through thirteen will provide an opportunity for individual students from each site to report on their final project for the course. All presenters will be expected to prepare PowerPoint slides that will be posted on the Moodle web site prior to each session so everyone will be able to view the slides as they are presented. Presenters will also provide copies of any readings to be made available beforehand on the Moodle web site. The last meeting will be a wrap-up session to review what was learned from the course.

**COURSE OUTLINE:**

**Week One:** Introduction of course objectives, requirements and discussion of individual expectations and experiences regarding the education of Indigenous peoples.

1.1 Audio Conference Sept. 8, 2009
1.2 Review requirements outlined on syllabus and discuss sequence and due dates.
1.3 Discuss expectations, experiences, and perspectives regarding the education of Indigenous peoples.

**Week Two:** Historical account of educational issues that have faced Native Hawaiian peoples.

2.2 Review/discuss assigned readings guided by UHH faculty.
2.3 PowerPoints and readings to be posted on Moodle web site.
*Week Three:* Historical account of educational issues that have faced Alaska Native peoples.

3.2 Review/discuss assigned readings guided by UAF faculty.
3.3 PowerPoints and readings to be posted on Moodle web site.

*Week Four:* Historical account of educational issues that have faced Maori peoples.

4.1 Audio Conference Sept. 29, 2009.
4.2 Review/discuss assigned readings guided by TWoA faculty.
4.3 PowerPoints and readings to be posted on Moodle web site.

*Week Five:* Historical account of educational issues that have faced American Indian peoples.

5.1 Audio Conference Oct. 6, 2009.
5.2 Review/discuss assigned readings guided by UA faculty.
5.3 PowerPoints and readings to be posted on Moodle web site.

*Week Six:* Group presentations by UHH students.

6.1 Audio Conference Oct. 13, 2009
6.2 Group presentations/discussion
6.3 PowerPoints and readings to be posted on Moodle web site

*Week Seven:* Group presentations by UAF students.

7.1 Audio Conference Oct. 20, 2009
7.2 Group presentations/discussion
7.3 PowerPoints and readings to be posted on Moodle web site

*Week Eight:* Group presentations by TWoA students.

8.1 Audio Conference Oct. 27, 2009
8.2 Group presentations/discussion
8.3 PowerPoints and readings to be posted on Moodle web site

*Week Nine:* Group presentations by UA students.

9.1 Audio Conference Nov. 3, 2009
9.2 Group presentations/discussion
9.3 PowerPoints and readings to be posted on Moodle web site

*Week Ten:* Individual presentations by UHH students.

10.1 Audio Conference Nov. 10, 2009
10.2 Individual final project presentations/discussion
10.3 PowerPoints and readings to be posted on Moodle web site

*Week Eleven:* Individual presentations by UAF students.

11.1 Audio Conference Nov. 17, 2009
11.2 Individual final project presentations/discussion
11.3 PowerPoints and readings to be posted on Moodle web site

_Week Twelve:_ Individual presentations by TWoA students.
12.1 Audio Conference Nov. 24, 2009
12.2 Individual final project presentations/discussion
12.3 PowerPoints and readings to be posted on Moodle web site

_Week Thirteen:_ Individual presentations by UA students.
13.1 Audio Conference Dec. 1, 2009
13.2 Individual final project presentations/discussion
13.3 PowerPoints and readings to be posted on Moodle web site

_Week Fourteen:_ Review/evaluation/summary of the class.
14.1 Audio Conference Dec. 8, 2009
14.2 Discussion by all students and faculty

**Supplemental readings**

UN Declaration on the Rights of Indigenous Peoples
Coolangatta Statement on Indigenous Rights in Education
Mataatua Declaration on Cultural and Intellectual Property Rights of Indigenous People
Supplementary Reading List:

I. Reference Materials: Week Two (Historical Information)

Darnell, Frank and Höem, Anton. Taken To Extremes - Education In the Far North. Scandinavian University Press, Oslo, 1996.


Farrow, Malcolm and Wilman, David. Editors, Self Determination in Native Education in the Circumpolar North, the Government of the Northwest Territories, Department of Education, Northwest Territories, Canada, August


Meriam, Lewis et al., The Problem of Indian Administration, Baltimore: Johns Hopkins Press, 1928.


Szasz, Margaret C. Education and the American Indian: The Road to Self-Determination, University of New Mexico Press, Albuquerque, 1977.
II. Reference Materials: Week Three (Contemporary Issues)


III. Reference Materials: Week Four (Cultural Climate)


IV. Reference Materials: Week Five (General Readings)


