

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:

Week/Site	Hawaii	Alaska	Aotearoa	Arizona
1	All	All	All	All
2	Faculty			
3		Faculty		
4			Faculty	
5				Faculty
6	Group			
7		Group		
8			Group	
9				Group
10	Individual			
11		Individual		
12			Individual	
13				Individual
14	All	All	All	All

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.

- 2.1 Audio Conference Sept. 15, 2009.
- 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.

- 3.1 Audio Conference Sept. 22, 2009.
- 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.
- Demmert, William G., Jr. "An American Indian View on Education for Indigenous Minorities," The Education of Minority Groups, An Inquiry Into Problems and Politics of Fifteen Countries, Center for Educational Research and Innovation, Organization for Economic Co-Operation and Development, Paris, 1983, pp. 337-348.
- Demmert, William G., Jr., "The Process of Education: A Personal Experience," Education in Alaska's Past, Gary Stein, Editor, Alaska Historical Society, 1983, pp. 151-175.
- Demmert, William, "Indian Nations at Risk: An Educational Strategy for Action," Laura I. Rendon, Richard O. Hope and Associates, Editors, Educating A New Majority, Jossey-Bass Publishers, San Francisco, 1995, (pp. 231-262).
- Demmert, William G. Jr., "Public Schools," and "Indian Education Act, 1972," Mary B. Davis et. al., Editors, Native America in The Twentieth Century: An Encyclopedia, Garland Publishing, Inc., New York, 1994, (pp. 486-489 & 255-256).
- 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
- Havighurst, Jr., Robert. The Education of Indian Children and Youth: Summary Report and Recommendations, University of Chicago, December 1970.
- Hodgkinson, Harold L., et al. The Demographics of American Indians: One Percent of the People: Fifty Percent of the Diversity, Institute for Educational Leadership, Inc., Center for Demographic Policy, Washington D.C., 1990.
- Indian Education: A National Tragedy - A National Challenge, 1969 Report of the Committee on Labor and Public Welfare, United States Senate, made by its special subcommittee on Indian Education pursuant to s. Res 80 91st Cong., 1st Session) (Together with Supplemental Views). A resolution authorizing and investigation into the problems of Education for American Indians. November 13, 1969, U.S. Government Printing Office, Washington: 1969. pp. 1-220.

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

Northwest Regional Education Laboratory. Effective Schooling Practices: A Research Synthesis 1990 Update, Portland, Oregon, April 1990.

Szazs, 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)

- A resolution authorizing and investigation into the problems of Education for American Indians. November 13, 1969, U.S. Government Printing Office, Washington: 1969. pp. 1-220.
- Berlin, Lawrence N. (2000). The Benefits of Second Language Acquisition and Teaching for Indigenous Language Educators. Journal of American Indian Education. V39 n3, p.19-35, 2000. ERIC Document Number EJ628510
- Hirshberg, Diane (2002). Race, Ideology and the Social Construction of Target Populations: A New Perspective on Education Policymaking. ERIC Document Number ED468289.
- Indian Nations At Risk: An Educational Strategy For Action, Final Report of the Indian Nations at Risk Task Force, Demmert, William G. and Bell, Terrel H., Co-Chairs, U.S. Department of Education, October, 1991.
- Ogbu, John U. (2003). Black American Students in an Affluent Suburb, A study of Academic Disengagement, Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey & London.
- Ogbu, John U. & Stern Pamela. (2001). Caste Status and Intellectual Development, Chapter 1, pp. 3-37. Environmental Effects on Cognitive Abilities, Sternberg, Robert J. & Grigorenko, Elena L. (editors). Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey & London.
- Ogbu, John U. (1994). From Cultural Differences to Differences in Cultural Frame of Reference, Chapter 18. Cross Cultural Roots of Minority Child Development (editors Greenfield, Patricia M. & Cocking, Rodney R.), Lawrence Erlbaum Associates, Publishers, Hillsdale, New Jersey & Hove, UK.

III. Reference Materials: Week Four (Cultural Climate)

- Bowman, B.T., Donovan M.S., & Burns, M.S. (eds.) (2001). *Eager to Learn: Educating Our Preschoolers*. National Research Council, Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.
- Bruner, Jerome. (1966). *The Culture of Education*. Cambridge, MA, & London, England: Harvard University Press.
- Demmert, William G., Jr. Ed.D., & Towner, John C., Ph.D. (2003), *A Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students*, Northwest Regional Educational Laboratory, Portland, Oregon (<http://www.nwrel.org/indianed/cbe.pdf>).
- Hidalgo, Margarita (1994). *Bilingual Education, Nationalism, and Ethnicity in Mexico: From Theory to Practice*. *Language Problems and Language Planning*; v18 n3 p185-207 Fall 1994. ERIC Document Number EJ494931.
- National Science Foundation ((2002). *The Cultural Context of Educational Evaluation: A Native American Perspective*, NSF Publication #03-032.
- Tharp, Roland T. (1994). *Intergroup Differences Among Native Americans in Socialization and Child Cognition: An Ethnogenetic Analysis*, Chapter 4. *Cross Cultural Roots of Minority Child Development*, (editors Greenfield, Patricia M. & Cocking, Rodney R.), Lawrence Erlbaum Associates, Publishers, Hillsdale, New Jersey & Hove, UK.

IV. Reference Materials: Week Five (General Readings)

- Airini (1998). What Is Good Teaching? Lessons from Maori Pedagogy. ERIC Document Number ED427917.
- Begley, S. (1996, February 19), Your Child's Brain, Newsweek.
- Cornelius, Carol (1999). Iroquois Corn in a Culture-Based Curriculum: A Framework for Respectfully Teaching about Cultures. SUNY Series, the Social Context of Education. ERIC Document Number ED427900.
- de Haan, Mariette (2002). Distributed Cognition and the Shared Knowledge Model of the Mazahua: A Cultural Approach. Journal of Interactive Learning Research; v13 n1-2 p31-50 2002. ERIC Document Number EJ652465.
- Gardner, Howard (1985). Frames of Mind: The Theory of Multiple Intelligences, Basic Books, Inc., Publishers, New York.
- Gardner, Howard (1995). The Development of Competence in Culturally Defined Domains: A Preliminary Framework. Chapter 11. The Culture and Psychology Reader (editors, Goldberger, Nancy Rule & Veroff, Jody Bennet), New York University Press, New York and London.
- Kamehameha Schools, P.A.S.E. (2005). Ka huaka'i 2005: *Native Hawaiian educational assessment*. Honolulu, HI: Pauahi Publications.
- May, Stephen (1994). Making Multicultural Education Work. The Language and Education Library 7. Report: ISBN-1-85359-236-6. 236p. 1994. ERIC Document Number ED374194.
- McInerney, Dennis M; And Others (1997). Cultural Perspectives on School Motivation: The Relevance and Application of Goal Theory. American Educational Research Journal; v34 n1 p207-36 Spr 1997. ERIC Document Number EJ545456.
- McLaren, Peter (2000). Critical Theory and American Indian Geographics of Identity, Pedagogy, and Power: An Interview with Sandy Marie Anglas Grande. International Journal of Educational Reform; v9 n1 p70-73 Jan 2000. ERIC Document Number EJ601274.
- Meyer, M. A. (2003). *Ho'oulu Our time of becoming: Hawaiian epistemology and early writings*. Honolulu, HI: 'Ai Pōhaku Press Native Books.
- Parker, Laurence, Ed; Deyhle, Donna, Ed; Villenas, Sofia, Ed (1999). Race Is...Race Isn't: Critical Race Theory and Qualitative Studies in Education. ERIC Document Number ED459977.

Peyton, Joy Kreeft, Ed; Ranard, Donald A, Ed; McGinnis, Scott (2001). Heritage Languages in America: Preserving a National Resource. Language in Education: Theory and Practice. ERIC Document Number ED458809.

Philips, David Ed; And Others (1989). The Impact of American Ideas on New Zealand's Educational Policy, Practice, and Thinking. Proceedings of a Fulbright Education Seminar (Wellington, New Zealand, September 12-13, 1989). Report: ISBN-0-473-00870-X. 347p. 1989. ERIC Document Number ED338517.

Sousa, D.A. (1998, December 16). Is the Fuss About Brain Research Justified? Education Week, 18(16).

Sterling, Shirley (2002). Yetko and Sophie: Nlakapamux Cultural Professors. Canadian Journal of Native Education; v26 n1 p4-10 2002. ERIC Document Number EJ659851.

Viadero, Debra. (1998). Triarchic Intelligences, Education Week, Volume XVIII.

Vygotsky, Lev. The Problem of the Cultural Development of the Child. The Vygotsky Reader (1994). (editors: van der Veer, Rene' & Valsiner, Jan. Blackwell, Oxford UK & Cambridge, USA.

White, Carmen M. (2001). Between Academic Theory and Folk Wisdom: Local Discourse on Differential Educational Attainment in Fiji. Comparative Education Review; v45 n3 p303-33 Aug 2001. ERIC Document Number EJ633474