



Course Syllabus

COURSE NUMBER: COMM 5750:02/ SOCS 5750:02	COURSE TITLE: Native American Perspectives in Curricula	TERM: SU 08
SITE: Webster Groves	INSTRUCTOR CONTACT INFORMATION: Dr. Carol R. Hoyt Webster Hall 344 314-246-8058 crhoyt@webster.edu Office Hours: Tuesdays: 12-3 PM Thursdays: 1-4 PM	CREDIT HOURS: 3

1. COURSE DESCRIPTION

This course supports preservice and practicing K-12 educators in deepening their understanding of the ways in which schools, museums, and the media have portrayed, and in many cases distorted, the roles of indigenous peoples in historical and contemporary North American societies. Participants will examine literary, historical, and multi-media sources and explore the varied perspectives of Native American artists, authors, historians, and educators. Through critical analysis of current curricular and instructional practices in their own educational settings, students will develop and share resources for supporting accurate and respectful representations of Native American roles in historical and contemporary society.

2. LEARNING OUTCOMES:

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions
Students will examine and critique assumptions about first nations peoples.	CA 2 and 4 SOC 4	SOE 1 and 4
Students will examine literary, cinematic, historical, and curricular portrayals of first nations people.	CA 4 SOC 4	SOE 1

Students will revise curriculum based on new understandings of Native American roles in historical and contemporary contexts.	CA 3 and 4 SOC 2 and 3	SOE 2 and 3
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3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Session 1: Thursday, June 12: American Indian Stereotypes

- What do we know and believe about the North American Indian experience?
- Talking back to History
- The Oral Tradition
- Cinematic Depictions
- Depictions in Literature

Assignment for Session 2:

- } Read assigned segment from *Lies my teacher told me*
- } Read assigned chapters from *American Indian stereotypes in the world of children*.
- } Complete Text Connections Sharing activity and Reflection #1

Session 2: Thursday, June 19: Museum of Westward Expansion: Our public representation. MEET AT THE GATEWAY ARCH: MUSEUM OF WESTWARD EXPANSION: 5:30 PM

- Text Connections Sharing Activity
- Tour of Museum
- Analysis Activity

Assignment for Session 3:

- } Read assigned excerpts from *Through Indian Eyes: The native experience in books for children*
- } Read assigned chapters from *American Indian stereotypes in the world of children*.
- } Complete Text Connections Sharing activity and Reflection #2

Session 3: Thursday, June 26: Education and the American Indian Experience

- Text Connections Sharing Activity
- Native American Storytelling and Teaching
- Taming the American Indian through Education
- The Boarding School Experience
- Mascots and American Schooling
- The Indian Helper: Perpetuating a mythology of assimilation

Assignment for Session 4:

- } Complete Presentation #1: Literary Portrayals of First Nations People
- } Complete Paper: Literary Portrayals of First Nations People

Session 4: Thursday, July 3: Interpretation in Public Institutions

- Presentation: Literary Portrayals of First Nations People
- The Sacred and the Profane
- Museum representations.

Assignment for Session 5:

- } Read assigned chapters from *American Indian stereotypes in the world of children*.
- } Read assigned handouts.
- } Complete Text Connections Sharing activity and Reflection #3

Session 5: Thursday, July 10 : Remaking Holidays: Columbus, Pocahontas, Chief Seattle, and Thanksgiving.

- Text Connections Sharing Activity
- Rediscovering Columbus
- Will the real Pocahontas please stand up?
- A Prayer for Peace: Chief Seattle
- Giving Thanks: Staying true to the oral tradition and the historical record.

Session 6, Thursday, July 17th: No Class: Rescheduled as visit to Cahokia Mounds: To Be Arranged by Instructor on First Night of Course

Assignment for Session 7:

- } Read handouts provided by instructor
- } Complete Text Connections Sharing activity and Reflection #4
- } Complete: Presentation # 2: Cinematic Analysis
- } Complete Cinematic Analysis Paper

Session 7: Thursday, July 24: Contemporary Cinematic Connections

- Cinematic Analysis Presentations
- Screening of *Smoke Signals*

Assignment for Session 8:

- } Complete Final Presentations: Curricular Analysis and Revision: New Directions

Session 8: Thursday, July 31: Presentations

4. RESOURCES:

Required Text:

Required Text: Hirschfelder, A. (1999). *American Indian stereotypes in the world of children*. Lanham, MD: Scarecrow Press

Session 1: Thursday, June 12: American Indian Stereotypes What do we know and believe about the North American Indian experience? Talking back to History The Oral Tradition Cinematic Depictions Depictions in Literature Assignment for Session 2: Read assigned segment from *Lies my teacher told me* Read assigned chapters from *American Indian stereotypes in the world of children*. Complete Text Connections Sharing activity and Reflection 081 **Session 2: Thursday,**

June 19: Museum of Westward Expansion: Our public representation. MEET AT THE GATEWAY ARCH: MUSEUM OF WESTWARD EXPANSION: 5:30 PM
 Text Connections Sharing Activity
 Tour of Museum
 Analysis Activity
Assignment for Session 3: Read assigned excerpts from *Through Indian Eyes: The native experience in books for children*
 Read assigned chapters from *American Indian stereotypes in the world of children*.
 Complete Text Connections Sharing activity and Reflection 082
Session 3: Thursday, June 26: Education and the American Indian Experience
 Text Connections Sharing Activity
 Native American Storytelling and Teaching
 Taming the American Indian through Education
 The Boarding School Experience
 Mascots and American Schooling
 The Indian Helper: Perpetuating a mythology of assimilation
Assignment for Session 4: Complete Presentation 081: Literary Portrayals of First Nations People
 Complete Paper: Literary Portrayals of First Nations People
Session 4: Thursday, July 3: Interpretation in Public Institutions: MEET IN EMERSON LIBRARY
 Presentation: Literary Portrayals of First Nations People
 The Sacred and the Profane
 Museum representations.
 In-class assignment: Websites linked to Interpretation in Public Institutions.
Assignment for Session 5: Read assigned chapters from *American Indian stereotypes in the world of children*.
 Read assigned handouts.
 Complete Text Connections Sharing activity and Reflection 083
Session 5: Thursday, July 10: Remaking Holidays: Columbus, Pocahontas, Chief Seattle, and Thanksgiving.
 Text Connections Sharing Activity
 Rediscovering Columbus
 Will the real Pocahontas please stand up?
 A Prayer for Peace: Chief Seattle
 Giving Thanks: Staying true to the oral tradition and the historical record.
Session 6, Thursday, July 17: No Class: Rescheduled as visit to Cahokia Mounds: To Be Arranged by Instructor on First Night of Course
Assignment for Session 7: Read handouts provided by instructor
 Complete Text Connections Sharing activity and Reflection 084
 Complete: Presentation 082: Cinematic Analysis
 Complete Cinematic Analysis Paper
Session 7: Thursday, July 24: Contemporary Cinematic Connections
 Text Connections Sharing Activity 084
 Cinematic Analysis Presentations
 Screening of *Smoke Signals*
Assignment for Session 8: Complete Presentation 083:
 Current Curriculum: New Directions
Session 8: Thursday, July 31: Presentation 083: Curricular Connections

Hirschfelder, A. (1999). *American Indian stereotypes in the world of children*. Lanham, MD: Scarecrow Press

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Text Connection Sharing Activity and Reflections	Students will examine and critique assumptions about first nations peoples.	20%
Literary Portrayals of First Nations Peoples Presentation and Paper #1	Students will examine literary, cinematic, historical, and curricular portrayals of first nations peoples.	25%
Cinematic Analysis	Students will examine literary, cinematic, historical, and	25%

Presentation and Paper #2	curricular portrayals of first nations peoples.	
Curricular Analysis and Revision Project	Students will revise curriculum based on new understandings of Native American roles in historical and contemporary contexts.	30%

6. GRADING SCALE :

93-100%=A
90-92%=A-
83-89%=B
80-82%=B-
73-79%=C
70-72%=C-
60-69%=D
Below 60%=F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ATTENDANCE POLICY

If a student misses one of the class sessions during an 8-week term the student is responsible for that night's work plus a make up assignment. If the student misses two class sessions, the instructor has the option to 1) reduce the student's grade, 2) make a significant assignment to cover the material presented that week or 3) recommend the student withdraw from the course or accept a significant grade reduction. It is the student's responsibility to withdraw from the course.

8. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is your own or implying that another person's work is your own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Students who engage in willful plagiarism will receive a grade of NC

At the risk of your own professional reputation...don't download lesson plans and unit plans from the internet...or copy them from other sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

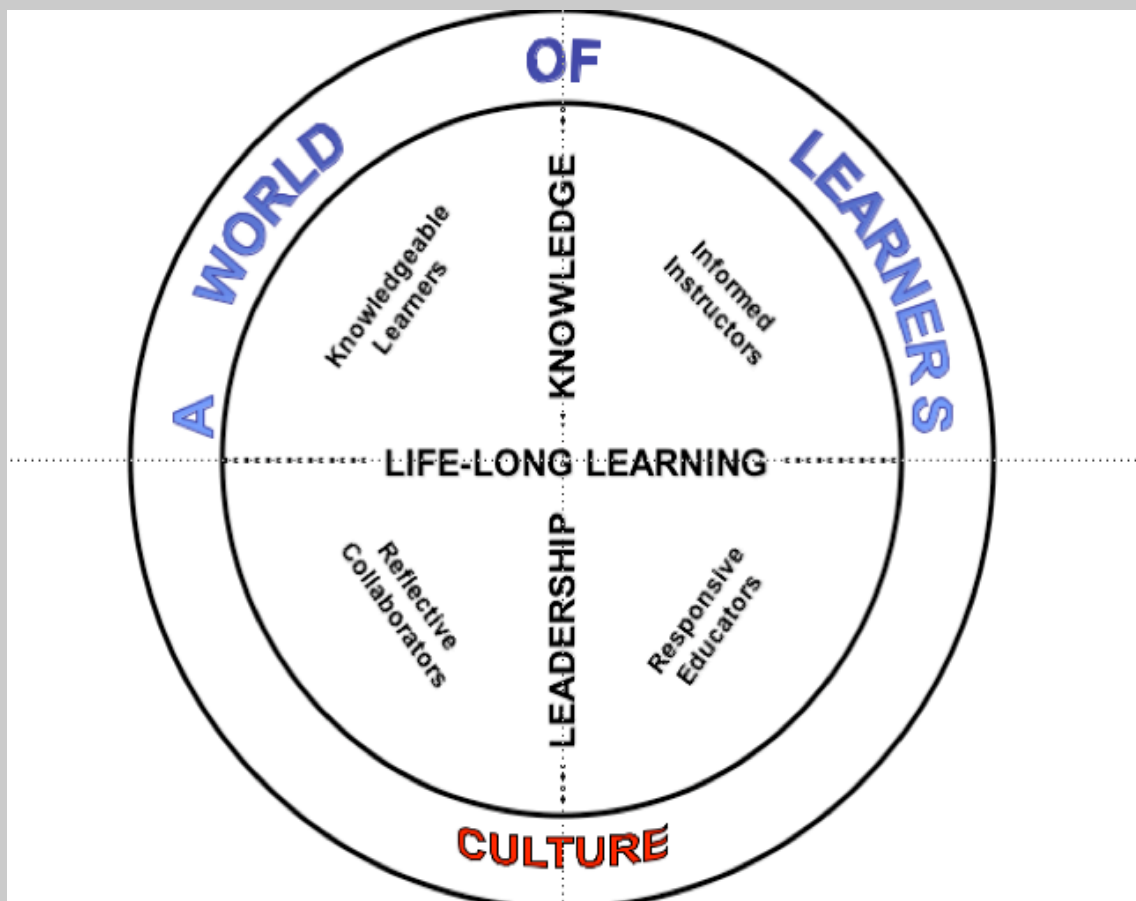
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The **Error! Contact not defined.** at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a

“world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others

1.2 Embraces an openness to change (adaptability, flexibility)

1.3 Exhibits curiosity

1.4 Engages in reflection

2. Understands and Respects Others

2.1 Understands, respects, and responds appropriately to diversity in a variety of settings

2.2 Exhibits empathy

2.3 Commits to fairness and honesty

2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities

3.1 Commits to professional behavior in university and school cultures

3.2 Practices informed decision-making in university and school cultures

3.3 Communicates and collaborates in university and school cultures

3.4 Accepts academic rigor (willingness to work/ high expectations)

3.5 Affects change with courage and confidence

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