

# Bemidji State University

## INST 3170: Indigenous Education

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 07 - Human Diversity

Inquiry and analysis of the complexities of multiple standards of education in the U. S. including race class, gender, ethnicity, disability, age, nationality and religion, how they shape and are shaped by social and cultural tribal and non-tribal life in the United States will be examined.

The course emphasizes the development of indigenous knowledge, critical thinking, analytical skills, and interpersonal and inter group interactions necessary for living and working in a society characterized by tribal and western mainstream diversity. Through the mindful study of small, rural schools and traditional education practices students will find a greater understanding of (tribal) others, develop self-understanding of education in the U.S. and develop understanding in relation to others- in order to promote ethical behaviors and values in education that support a diverse world. Liberal Education Goal Areas 5 & 7.

### B. COURSE EFFECTIVE DATES: 08/24/2015 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Indian Education
2. Indian Studies

### D. LEARNING OUTCOMES (General)

1. know the experiences and intersections of diverse educational practices in the U.S.
2. analyze the shifting standards and needs among tribal groups in education.
3. examine the intersections of race, ethnicity, socioeconomic class and how these identifiers shape individual and collective knowledge and identity.
4. understand institutional racism and oppression found in tribal and public education and analyze their impact on our lives.
5. be able to discuss the relationship of U.S. education to colonialism.
6. examine the intertribal connections among diverse nations in traditional and western educational approaches.
7. critique the effectiveness of assimilation via western academia.
8. be able to articulate what decolonization processes are in education and how to implement them.
9. cultivate skillful means of communication through educational awareness, listening, patience and action.

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 05 - Hist/Soc/Behav Sci

1. Examine social institutions and processes across a range of historical periods and cultures.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted