



## Course Syllabus: Stories of the Past: A History of Iowa's Indigenous Peoples

**Number of Credits:** 1\*

**Course Instructors:** Mark Busch

**Course Description:** The teaching of American and Iowan history is a foundational component of K-12 social studies curriculum. These histories have traditionally been taught in a linear, chronological fashion from the context of those who held the highest influence throughout society. Too often the perspectives of the working class, minorities, immigrants, and women have been ignored in exchange for a limited, anglocentric narrative. With the publication of texts such as *Lies My Teacher Told Me*, this trend is changing. The teaching of the history of people native to the area we now call Iowa has been limited in scope and sequenced in a way that focuses more on the European people who forcibly moved into the area.

This course will explore how to address the history of Native inhabitants prior to and after Iowa's statehood. Resources provided in the course will assist teachers expand their curricula to include a deepened understanding of Native history and historical landmarks within Iowa, including Effigy Mounds, Blood Run, and Black Hawk State Park. The course will also include a discussion on how current teaching practices and celebration of national holidays, including Thanksgiving and Columbus Day, can be influenced by anglocentric perspectives and microaggressions. The end of the course includes the development of resources for integrating native perspectives and histories into existing curricula.

**Learning Objectives:** Upon completion of this course, students will be able to:

- Demonstrate basic knowledge of Native experiences through Iowa history
- Evaluate the ways anglocentric perspectives and microaggressions influence the formation of curriculum and the attention on national holidays, such as Columbus Day and Thanksgiving.
- Evaluate resources to increase understanding of native history in Iowa and significant landmarks including Effigy Mounds, Blood Run, and Black Hawk State Park.
- Create a lesson plan to be implemented in the classroom that includes perspectives and histories of indigenous peoples

**Resources:** No texts are required for purchase in order to complete this course.

This course was designed with insight from the staff at MESKWAKI CULTURAL CENTER & MUSEUM.

**Loewen, J. (2007). Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong.**

ISBN-10: 9780743296281

*In this text, Loewen provides a critical commentary for how modern American history is taught in secondary texts, highlighting how many textbooks contain inaccurate, incomplete, and deceptive accounts of European interactions with native people and slaves. It highlights how texts often include simplistic telling of complex events, void of conflict and vilification of European settlers.*

**Foster, L. (2009). The Indians of Iowa. ISBN-10: 1587298171**

*In this book, Foster describes the many different tribes that inhabited the area we now call Iowa, each existing as an independent nation. While textbooks over cluster Native American tribes together with one overly-simplistic description, Foster highlights how each tribe served as its own independent nation with its own history, culture,*

*and traditions. From archaeological, historical, and cultural lenses, Foster differentiates between these native nations and their unique cultures from “prehistory” to the present.*

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

**Getting Started**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with log in instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.

**Participation**

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 weekly units. However, all assignments will not be due until the final day of the course.
- You may work collaboratively and submit similar responses on all assignments except final projects, which must be individually authored.

**INTASC Standards that are addressed in this course:**

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.

**Check the Iowa Teaching Standards that are addressed in this course:**

X	1. Enhance Student Achievement		5. Monitoring Student Learning
X	2. Content Knowledge		6. Classroom Management
X	3. Planning and Preparation	X	7. Professional Growth
X	4. Instructional Strategies		8. Professional Responsibilities

<b>Topic/Activity</b>	<b>In Class</b>	<b>Out of Class</b>
<b>Getting to Know the Class; Additional Readings:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!		3 hours
<b>Week 1 – What is History?</b>		
<b>Discussion: Introductions</b> – Participants will introduce themselves to the class, and talk about what they hope to gain from the course.	1 hour	1.5 hour
<b>Discussion: Celebrating Holidays?</b> – Participants will examine several articles focusing on the complexities of celebrating Thanksgiving and Columbus Day through different cultural lens. They will write a discussion post of their perspectives and respond to their classmates.	1 hour	2 hours
<b>Discussion: Why Aren't We Learning This?</b> – Participants will reflect on how the history of indigenous people is currently taught in their school or school district. They will share their research with their classmates in a discussion post.	1 hour	3 hours
<b>Discussion: Is It Racism?</b> – Participants will reflect on the definitions of microaggressions and racism and how they impact the ways we teach history. They will share their perspectives in a discussion post.	1 hour	2.5 hours
<b>Week 2 – Exploring Native History</b>		
<b>Discussion: The Mounds Builders of Effigy Mounds, Harpers Ferry, Iowa</b> Participants will learn about the first peoples of Iowa through the context of earth-built mounds they left behind. Participants will read several articles about these people and synthesize their findings in a discussion post.	2 hour	3 hours
<b>Discussion: The Mississippian Culture of Blood Run, Lyon County, Iowa</b> – Participants will read articles about the peoples who lived in Northwest Iowa, including the Ioway Tribe, whose extensive trade networks spanned across the continent. After learning the information, participants will cite key learnings in their discussion post.	2 hour	3 hours
<b>Discussion: In the Midst of Conflict in Black Hawk State Park, Rock Island, Illinois</b> – Participants will analyze how the migration of white Americans created change and movement for indigenous people. After reading several articles, participants will discuss how the path to Iowa's statehood affected the original people.	2 hour	3 hours
<b>Week 3 – How Should We Teach This History?</b>		
<b>Discussion: After Statehood</b> - Participants will read articles about the treatment of indigenous people after Iowa became a state, including analyzing the experiences in American Indian Boarding Schools. They will analyze the current issues facing Native people living in the United States. In a discussion post, participants will analyze how Native children were forced to shift away from their traditional values.	2 hour	3 hours
<b>Discussion: Who Can Teach Native History?</b> – In a discussion post, participants will discuss controversies and challenges associated with teaching Indigenous history.	1 hour	3 hours
<b>Implementation Plan</b> – Participants will design on lesson that can be used to teach Thanksgiving, Columbus Day, or Native History. All materials for the lesson should be included.	2 hours	3 hours
<b>Total Time</b>	15 hours	30 hours

**Coursework:** Participants can earn up to 70 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
9 Discussions (5 points each)	45
Final Implementation Plan/Paper	25
<b>Total</b>	<b>70</b>

**Grading Scale – Graduate Credit**

100-90% (70-63 points)	A
89-80% (62-56 points)	B
79-70% (55-49 points)	C
69-60% (48-42 points)	D
59%-Below (<42 points)	F

**Grading Scale - License Renewal Credit**

100-80% (70-56 points)	P
79%-Below (<55 points)	NP

**Student Requirements:** Students are required to:

- Participate in all discussion forums
- Complete a final implementation plan

**Statement of Plagiarism:** Academic dishonesty results in failure of this course. Give credit where credit is due. Use the APA Publication Manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship as is submitting work that was done for a previous course or that is not your own origin in design or completion. Submit original assignments. Do not submit work for this course that you have done for other courses.

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

## Grading Rubrics for Individual Activities

**Discussion Forums (45 points possible):** Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

<b>Grading Rubric for Discussion Forums</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Makes connections to the other content and real-life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	1
<b>Participation (Responses to at least 2 peer posts)</b>	Responds to other posts (when available)	1
<b>Total Points Possible</b>		5

**Implementation Plan (25 points possible):** The implementation plan is a critical part of this course. Participants must complete a one-page implementation plan. The paper is meant to be a reflection as well as a chance to state what you will use going forward. The rubric below will be used to grade the Implementation Plan, but additional details will be provided within the course.

<b>Grading Rubric for Implementation Plan</b>		
		<b>Points</b>
<b>Critical Thinking</b>	Highlights any new knowledge gained as a result of course.	5
	Offers new ideas, connections, or applications	5
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	2
<b>Assignment Specific Criteria</b>	Addresses all parts of the assignment, cites sources	2
<b>Mechanics</b>	Writing is clear, well developed, and organized, No or few grammar and spelling errors	2
<b>Implementation</b>	Clearly states ideas to use in the future	2
	States resources to be used	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		25