LRN_SCI 451/351
Indigeneity, Race and Place in Education
Spring 2023, Tuesdays, 9:30am - 12:20pm
Annenberg Hall, Rm. G02

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Course Website: Canvas (https://canvas.northwestern.edu)
Log in with Net ID and password.

Course Objectives:

This is an introductory course intended for graduate and undergraduate students to explore foundational ideas and issues with respect to Indigeneity, Race, and Place in Education.

- How has, does and could Indigeneity and racialization shape relations to and with lands & waters (places) and peoples?
- What are the social and political forces that have shaped and are shaping our understandings and experiences of Indigeneity, race, and place?
- What has been/could be the role of education in these processes and their transformations?

The course is designed to engage students in some of the key thinkers and issues. Further, the course is primarily focused on these issues within a North American context. However, the class deliberately works to engage thinkers beyond the global north and works to at minimum include issues of Indigeneity and race from broader global perspectives. The course draws from multiple disciplines and spend significant time exploring major concepts that shape education but are broader than education. The culminating project for the course is to apply the major ideas in the course and apply them to education more specifically.

Assignments Overview

Weekly place engagements (8 points, 1 point per week): We ask that engage in routine walks, sits, experiences in outdoor places with intentional reflective/thought work. These experiences should be at least 10 minutes in duration. The key questions for you to consider during these experiences are:
How is this place shaping my experience right now?
How is this place shaping my and others identities and thinking right now?
What kind of a relationship am I enacting with this place?

Please note that this can be a routine outdoor engagement you already engage in but likely don't think about these questions explicitly.

**Weekly Class Engagement (27 points, 3 per class)**. This class is an exploratory class. Class engagement and conversation is central to the course objectives.

**Readings & Annotations (27 points, 3 per class)**. The bulk of the work for this class will be reading. A lot of reading. It is designed this way to ensure that you are exposed to some of the major thinkers and ideas that are relevant for the bigger questions of the course. It is also because you likely have not been exposed to many of these ideas in other courses. **You should finish your annotations by 7 am Monday (the day before class)**. However, you can continue reading and commenting on the annotations of your classmates up until class. In addition, some weeks there are a set of required readings for everyone and then a choice reading. The choice readings will not be annotated. But you will discuss them in smaller groups and share key insights from the papers out to the class. Finally in some weeks there are suggested readings. These are completely optional. In addition, as the course proceeds we will assess the reading quantity and difficulty. Given there are not huge assignments for the course I hope everyone will take the reading very seriously.

**Weekly Reflection Post (8 points, 1 point per week)**. We ask that you post a reflection, wondering, question, challenge that you are grappling with in the reading. You should post no later than noon on Monday before class. This allows us to review the posts before class to ensure our class plan is responsive to the class. Your response posts should be brief (from a quarter to 1 page) and individually prepared. In your post, you should identify two short passages from across the readings. One passage should be a passage that you have a question about, or struggled to understand. The other should be a passage that particularly resonated with you. Include a sentence or two explaining why you selected each passage.

**Culminating Project. Working towards Decoloniality in Education (20 points)**. You have one single culminating project for the course. The project is of your choosing but the goal is to take the major ideas from the course and apply them to an education specific context. It could be a standard synthesis paper about the course. It could be the refining of a piece of work you are already engaged in. It could be the development or redesign of a workshop or educational activity you are already engaged in. We will discuss this in more detail in week 3 of the course. You will be required to submit your project idea for feedback in Week 5.

**Culminating Project Poster (10 points)**. We will hold class during finals week for project presentations through a "poster session" and potluck meal. Project will be do finals

**Academic Integrity**

In accordance with the guidelines of the Learning Sciences PhD and MA programs, this course adheres to and endorses The Graduate School at Northwestern University's policies on academic
integrity. Please take the time to review these policies found at http://www.tgs.northwestern.edu/academicservices/integrity/.

In cases for which violations of academic integrity is suspected or evidence is found, we will enact procedures to pursue those cases through the School of Education and Social Policy under the guidance of the Dean, Coordinator, and faculty, as well as through The Graduate School as appropriate. TGS’s Dishonesty Procedures can be found on the website: http://www.tgs.northwestern.edu/academicservices/integrity/dishonesty/.

In other words, DO NOT plagiarize, fabricate, misrepresent, or misuse privileged texts in any of your work for this course.

**Accommodations**

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.

**Weekly Reading Assignments:**

**Class 1: April 4th: Seeing Indigenous Peoples: Locally, Nationally, Globally**

Readings:

   a. Intro, Conclusion, and Northern Americas
   b. Choice of one section


**Class 2: April 11th: Why did I not know this? Erasure and Invisibility of Indigenous Peoples and Beyond it…**

Readings:


Suggested Readings:


**Class 3: April 18th: Indigenous Peoples, Global Movements & Resurgence**


Choose 1:


In class Reading:
- Biden Administration - Indigenous Knowledges

Class 4: April 25th: Constructing Human-Nature Relations Part 1: Decolonization


Choose one:


Recommended/Interesting Reading


Review:
Land Grab Universities Project: https://www.landgrabu.org/
- Explore the website. Find out about land grab universities in Illinois and your home state or a state you have a connection to

Readings:


Potential Class Activity: Indigenous Tour of Northwestern, Return to First Day Class Activity.

**Class 6: May 9**th **Constructing Human-Nature Relations Part 2: Critical Race Theory and Tribal Crit**


Choose 1:


**Class 7: May 16**th **Constructing Human-Nature Relations Part 3: Indigenous Land and Water Based Education**


Choose 1:


Suggested Reading:


**Class 8: May 23rd: Self-Determination, Place & Solidarities in Education**


Choose 1:


**Class 9: May 30th On the challenges and responsibilities of Indigenous Intellectual work and academics.**


**Suggested Reading**


**Class 10: Final Class During Exams Week – Potluck & Sharing**