# GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department/School</th>
<th>SST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix:</td>
<td>HU</td>
<td>Number: 494</td>
<td>Title: Educating for Inclusion</td>
</tr>
<tr>
<td></td>
<td>L</td>
<td></td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

**Course description:**

Is this a cross-listed course? Yes

If yes, please identify course(s): ENG/JUS 494

Is this a shared course? (Choose one) Yes

If so, list all academic units offering this course:

**Requested designation:** Humanities, Arts and Design–HU

Mandatory Review: No

**Chair/Director Initials:**

(_Required_)

**Submission deadlines dates are as follow:**

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
  - Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics-quantitative applications core courses (CS)
  - Humanities, Arts and Design core courses (HU)
  - Social-Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Cultural Diversity in the United States courses (C)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Monica Boyd</th>
<th>E-mail</th>
<th><a href="mailto:mboyd2@asu.edu">mboyd2@asu.edu</a></th>
<th>Phone</th>
<th>480-727-7229</th>
</tr>
</thead>
</table>

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Sally Kitch

Date: 9-10-19

Chair/Director (Signature): [Signature]

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Rev. 7/2018
Arizona State University Criteria Checklist for

HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

**HUMANITIES, ARTS AND DESIGN [HU]** courses must meet *either 1, 2 or 3 and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria *A CENTRAL AND SUBSTANTIAL PORTION* of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td><strong>1.</strong> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td><strong>2.</strong> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
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<td><strong>3.</strong> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.</td>
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<tr>
<td></td>
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<td><strong>4.</strong> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td><strong>a.</strong> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<tr>
<td></td>
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<td><strong>b.</strong> Concerns aesthetic systems and values, especially in literature, arts, and design.</td>
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<tr>
<td>X</td>
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<td><strong>c.</strong> Emphasizes aesthetic experience and creative process in literature, arts, and design.</td>
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<tr>
<td></td>
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<td><strong>d.</strong> Concerns the analysis of literature and the development of literary traditions.</td>
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**THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:**

- Courses devoted primarily to developing skill in the use of a language.
- Courses devoted primarily to the acquisition of quantitative or experimental methods.
- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students analyze the values underlying the current educational system including how historical values of the past have shaped the current system, and studying ASU's value to be inclusive, equitable and provide greater access.</td>
<td>Key Questions</td>
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<td></td>
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<td>Consultants and Collaborators.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab Outcomes: &quot;... their engagement with public history, digital and material archives, librarians and curators, and alumni of schools that have been embroiled in national debates about access, inclusion, and equity.&quot;</td>
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<tr>
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<td></td>
<td>Example readings: The Schoolhouse Gate: Public Education, the Supreme Court, and the Battle for the American Mind; Sarah's Long Walk: The Free Blacks of Boston and How Their Struggle for Equality Changed America.</td>
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<tr>
<td></td>
<td></td>
<td>Assignments: Present to President Crow and University Leadership on access, inclusion, equity and the ASU Charter (proposal on how students can instill the ASU Charter); and create multi-media timeline for the public to better understand the values that have shaped Indigenous and African American education histories and the impact those values have on the present system.</td>
</tr>
<tr>
<td>2</td>
<td>Students will be analyzing the ASU charter and interpretations of education in the United States throughout its history via historical site visits (visual artifacts) and archival research (visual artifacts and texts).</td>
<td>Consultants and Collaborators.</td>
</tr>
<tr>
<td></td>
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<td>Learning Goals: &quot;Develop capacity for nuance and critical reading and analytical skills of traditional and understudied sources and primary materials; ... developing the tenacity to develop new research tools and questions in order to overcome gaps in the archives and missing or lost information and documentation.&quot;</td>
</tr>
</tbody>
</table>
|                           |                                                                        | Assignments: Present to President Crow and University Leadership on access, inclusion, equity and the ASU Charter (proposal on how students can instill the ASU Charter); and create multi-media timeline for the public to better
understand the values that have shaped Indigenous and African American education histories and the impact those values have on the present system; and create position papers on access, inclusion and diversity based on archival objects and histories.

| 4a | Students will study the differing moral standpoints and judgements, historical and contemporary, of educational stakeholders in regards to inclusion, equity, and access. | Key Questions |
|    | | Consultants and Collaborators |
|    | | Lab Description: "This Lab will use the ASU charter, with its commitment to inclusion, access and equity, as a foundation for addressing challenges within the politics of education like those revealed by the histories of education for Indigenous and African American communities."
|    | | Lab Outcomes: student "engagement with public history, digital and material archives, librarians and curators, and alumni of schools that have been embroiled in national debates about access, inclusion and equity."
|    | | Readings: Required Materials and those within the draft schedule. |

| 4c | Students will be creating digital humanities projects using different media tools and platforms to engage the public. | Assignment: "Create multi-media timeline of Indigenous and African American education histories …"
|    | | Grading: "Student participation, effort and creativity will be at the heart of the grading process … creative and contemplative team projects"
|    | | Part of the process of creating a digital humanities project like the timeline is to engage with the public, which requires attention to the aesthetic experience for the audience as part of the creative process. |
Course Catalog Description:

The ASU charter emphasizes the need for recognizing the relationship between institutional excellence and its commitment to inclusion, access, and equity. This Lab will use the ASU charter as a foundation for addressing challenges within the politics of education, as revealed by histories of education for Indigenous and African American communities. This investigation will be hands-on, as we arrange site visits to schools in and beyond Arizona that were on the front lines of American battles over education for Indigenous Peoples and African Americans.
What is a Humanities Lab?

The Humanities Lab at ASU is where students can engage in hands-on, exploratory, question-based learning as they tackle grand social challenges, such as the effort to educate for inclusion and to achieve equity and access to education for all. Labs are taught by interdisciplinary teams of faculty who work alongside students in collaborative teams to produce outcomes—proposed problem solutions—that are shared publicly. Putting the humanities at the center of inquiry means getting beneath the surface of challenges and grappling with the ideas, beliefs, assumptions, and confusions that underlie and perpetuate problems. Working with other disciplines widens the inquiry, expands resources and expertise, and improves solutions. Students can be from any major or background, working at any level of their academic programs. It’s called a Lab because teams work together to address a common problem, and class periods are more like workshops than typical lecture/listen sessions. Students also acquire skills that prepare them to address other grand social challenges in the future.

Educating for Inclusion

HUL/ENG/JUS 494
Spring 2020
RBHL 171
T/Th 12:00 – 1:15
Built-in student collaborative time:
F 11:00 – 1:00

INSTRUCTIONAL TEAM

Bryan Brayboy
Center for Indian Education
Payne 301
Email: bryan.brayboy@asu.edu
Office hours: TBD

Lois Brown
English Department, CLAS
Center for the Study of Race and Democracy
Arizona Center, Suite 355
lois.a.brown@asu.edu
Office hours: TBD

KEY QUESTIONS

- How do histories of segregation, displacement and disenfranchisement impact today’s educational commitments to serve diverse populations?
- How does the ASU Charter serve as a foundation for addressing challenges within the politics of education?
- What is inclusive education? How is it imagined and by whom?
- What constitutes success when it comes to diversity and inclusion in education?
LAB DESCRIPTION

This Lab will use the ASU charter, with its commitment to inclusion, access and equity, as a foundation for addressing challenges within the politics of education like those revealed by the histories of education for Indigenous and African American communities.

Our semester-long investigation into questions about inclusion in education will include rigorous dialogues, creative projects and meaningful collaborations with historic education sites that have been on the front lines of American battles over inclusive education for Indigenous Peoples and African Americans.

Student teams will share the insights and results of their investigations with audiences on and beyond our ASU campus. These collaborative, research-driven and visually engaging presentations will be a resource for those who are working to achieve greater inclusion, equity and access in education.

CONSULTANTS and COLLABORATORS

Arizona Historical Society, Tempe
Brown v. Board of Education National Historic Site, Kansas
Carlisle Indian School Digital Resource Center
George Washington Carver Cultural Center, Phoenix
Heard Museum, Phoenix
Steele Park Indian School Cultural Center, Phoenix
Museum of African American History, Boston
Indian Country Today

TYPES of ACTIVITIES

We look forward to engaging and generative class meetings that feature daily writing, active and collaborative reflection, revelatory archival research and memorable site visits. Students will work in teams to generate weekly class discussion questions, workshop their presentations to gather insights and helpful critiques, and will develop their strengths as persuasive public speakers through supportive speaking workshop activities.

LAB OUTCOMES

Students will be key stakeholders in the Lab Outcomes. The course will provide many opportunities for students to articulate and showcase the subtle, noteworthy and transformative outcomes that are emerging as a result of their

Humanities Lab:
Here to help you.

Because Labs allow students greater responsibility and independence in the learning process than do most classes, the Humanities Lab staff can work directly with student teams to promote Lab outcomes in several ways: spreading the word about the work you are doing via the Lab’s social media and website; linking with print and other external media to publicize your work, etc. You may also see us in your Lab from time to time, taking pictures, asking questions, helping to organize events, etc.

Sally Kitch, Director
Juliann Vitullo, Co-Director
Monica Boyd, Program Coordinator, Sr.
Maureen Kobierowski, Program Coordinator
Yewande Lewis, Comm. and Office Asst.
Stephanie Sadonik, Comm. and Office Asst.

Email at us at HumanitiesLab@asu.edu.
engagement with public history, digital and material archives, librarians and curators, and alumni of schools that have been embroiled in national debates about access, inclusion and equity.

**LEARNING GOALS**

- Practice generating, refining and proposing promising research questions.
- Practice and demonstrate increased collaborative research skills through working with others from a wide array of disciplines.
- Develop capacity for nuance and critical reading and analytical skills of traditional and understudied sources and primary materials.
- Become more comfortable with intellectual and historical ambiguities and incomplete narratives while developing the tenacity to develop new research tools and questions in order to overcome gaps in the archives and missing or lost information and documentation.
- Recognize that to design and administer an effect research investigation requires determining the appropriate methods for the problem/project being addressed and that making such a determination requires
  - Identifying a wide variety of methods within and outside of one’s discipline (strategic knowledge) and the possible sources of one’s own bias towards any of them (self-knowledge)
  - Evaluating the merits of those approaches toward achieving generative outcomes
  - If beneficial to the inquiry, synthesizing more than one of the methods into a unified approach, and
  - Be able to explain and implement the approach.
- Demonstrate the cross-disciplinary knowledge and multi-faceted intellectual and interpersonal skills acquired by designing collaborative, interdisciplinary projects.

**REQUIRED MATERIALS**


Brenda J. Child, *Boarding Schools as a Metaphor*


Susan Paul, *Memoir of James Jackson, the Attentive and Obedient Scholar* (1835)


**LAB STRUCTURE**

**Assignments**

- Weekly journal reflections that focus on how students’ perspectives on the ASU Charter are developing in relation to class discussions, team research and site visits.
- Develop small-team collaborative presentation on access, inclusion, equity and the ASU Charter to President Crow and University leadership.
- Create multi-media timeline of Indigenous and African American education histories, with a focus on Phoenix and Arizona histories, to be hosted on CSRD and CIE websites and also shared with Phoenix-based education sites.
- Create position papers on access, inclusion and diversity based on archival objects and histories.

**Grading Information**

Student participation, effort and creativity will be at the heart of the grading process for this Humanities Lab. We look forward to seeing evidence of thoughtful and ambitious writing and critique, creative and contemplative team projects and increasingly informed contributions to class discussions and dialogues.

Class Engagement: 25%
Weekly Writing: 25%
Collaborative Presentation Projects: 25%
Final Project: 25%

**Draft Schedule**

**Week One**
**January 14, 16 and 17**
Welcome and Introductions
What is the potential and Promise of the ASU Charter? How does the ASU Charter serve as a foundation for addressing challenges within the politics of education? What is inclusive education?
Week Two
January 21, 23 and 24
What do we need to know about Indigenous experiences with state education as we consider more inclusive education models with greater access for marginalized groups?

Activities
Site visits: Heard Museum and Phoenix Indian School Visitors Center

Selected Readings:

Week Three
January 28, 30 and 31
What do we need to know about National and State policies regarding Indigenous education models?

Activities
TBA

Selected Readings:

Week Four
February 4, 6, and 7
What do we need to know about African-American experiences with state education as we consider more inclusive education models with greater access for marginalized groups?

Activities
Site Visit: George Washington Carver Cultural Center, Phoenix
Conversations with Archivists and Educators featuring one of more representatives from Arizona Historical Society, Tempe, Brown v. Board of Education National Historic Site, Kansas, Carlisle Indian School Digital Resource Center, George Washington Carver Cultural Center, Phoenix, Heard Museum, Phoenix, Steele Park Indian School Cultural Center, Phoenix and/or Museum of African American History, Boston

Selected Readings
TBA

Week Five
February 11, 13 and 14
What are the values and beliefs that have gone into the different perspectives on fights around inclusion, access and equity leading to key Supreme Court and Federal/State rulings?

Activities
Conversations with Archivists and Educators featuring one of more representatives from Arizona Historical Society, Tempe, Brown v. Board of Education National Historic Site, Kansas, Carlisle Indian School Digital Resource Center, George Washington Carver Cultural Center, Phoenix, Heard Museum, Phoenix, Steele Park Indian School Cultural Center, Phoenix and/or Museum of African American History, Boston

Selected Readings

Week Six
February 18, 20 and 21
What do we need to know about African-American experiences with state education as we consider more inclusive education models with greater access for marginalized groups?

Activities
Conversations with Archivists and Educators featuring one of more representatives from Arizona Historical Society, Tempe, Brown v. Board of Education National Historic Site, Kansas, Carlisle Indian School Digital Resource Center, George Washington Carver Cultural Center, Phoenix, Heard Museum, Phoenix, Steele Park Indian School Cultural Center, Phoenix and/or Museum of African American History, Boston

Selected Readings

Week Seven
February 25, 27 and 28
How has inclusive education been imagined and by whom?

Activities
Site Visits: Arizona Historical Center: Special Collections and Archives, Tempe

Selected Readings

Week Eight
March 3, 5 and 6
How do histories of segregation, displacement and disenfranchisement impact today’s educational commitments to serve diverse populations? How has inclusive education been imagined and by whom?

Activities
Workshop Week: Students will provide samples of their emerging projects relating to multi-media timelines of Indigenous and African American education histories, with a focus on Phoenix and Arizona histories
Week Nine
March 10, 12, and 13
No Classes • Spring Break

Week Ten
March 17, 19 and 20
How does the ASU Charter serve as a foundation for addressing challenges within the politics of education?

Activities
Conversations with President Crow

Selected Readings:

Week Eleven
March 24, 26 and 27
As we work to delineate the struggles that have complicated implementing inclusive education, what can we learn from ASU Library archival holdings including first-hand personal narratives (oral recordings and writings), photographs, newspapers, government documents, and more? How can we use these sources to create a multi-media timeline to help others understand how histories of segregation, displacement and disenfranchisement have impacted today’s education commitments to serve diverse populations?

Activities
ASU Library Immersion: Special Collections, Archives and Research Librarian Consultations and Discussions

Week Twelve
March 31, April 2 and 3
What constitutes success when it comes to diversity and inclusion in education?

Activities
Collaboration Workshops and In-Class Discussions of Projects

Week Thirteen
April 7, 9 and 10
TBD in consultation with students

Week Fourteen
April 14, 16 and 17
TBD in consultation with students

Week Fifteen
April 21, 23 and 24
TBD in consultation with students
Week Sixteen
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TBD in consultation with students
WHITE RAGE
The Unspoken Truth of
Our Racial Divide

Carol Anderson

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By the Same Author
A Note on the Author

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DAVID WALLACE ADAMS

American Indians and the Boarding School Experience

1875-1928
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"An exceptionally full and compelling account of the antebellum struggle for racial equality." — James Baker Stewart, author of Holy Warriors
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SIMPLE JUSTICE

THE HISTORY OF BROWN V. BOARD OF EDUCATION AND BLACK AMERICA'S STRUGGLE FOR EQUALITY

WITH A NEW FINAL CHAPTER TO MARK THE 50TH ANNIVERSARY OF THE LANDMARK RULING

RICHARD KLUGER

Pulitzer Prize-winning author of Ashes to Ashes

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A portion of "Visible Man" previously appeared in The American Lawyer.

The Cataloging-in-Publication Data is on file at the Library of Congress.


www.vintagebooks.com

Printed in the United States of America
10 9 8 7 6 5 4
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To Remain an Indian

Lessons in Democracy from a Century of Native American Education

K. Tsianina Lomawaima and Teresa L. McCarty

Multicultural Education Series James A. Banks, Editor
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Lorene Sisquoc
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Manufactured
in the
United States of America

Library of Congress
Cataloging-in-Publication Data
Boarding school blues : revisiting
American Indian educational
experiences / edited and with
an introduction by Clifford E.
Trafzer, Jean A. Keller, and Lorene
Sisquoc.
p. cm. (Indigenous education)
Includes bibliographical references and index.
(cloth : alk. paper)
(pbk. : alk. paper)
ISBN-10: 0-8032-4446-0
(cloth : alk. paper)
ISBN-10: 0-8032-9463-8
(pbk. : alk. paper)
1. Off-reservation boarding
schools — History. 2. Indian
children — Relocation — United
States — History. 3. Indian
children — Education. 4. Indians
of North America — Government
relations. 5. United States — Social
policy. 6. United States — Race
relations. I. Trafzer, Clifford E. II.
Keller, Jean A., 1953– III. Sisquoc,
Lorene.
897.8754 2006
371.829'97—dc22
200604484

Set in Minion by Kim Essman.
Designed by R. W. Boeche.
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Richard Henry Pratt, 1899
Boy students in military dress
Girls at Sherman Institute in dress uniforms
Girls’ reading room
Boys with chickens
Diversity & Inclusion.

But your ideas could lead to a solution.

Course Name: Educating for Inclusion
HUL/ENG/JUS 494
Instructional Team: Bryan Brayboy and Lois Brown
Dates offered: 1/13/2020 - 5/1/2020
Times: T/TH 12:00-1:15 and F 11:00-1:00 | Location: RBHL 171

How do histories of segregation, displacement, and disenfranchisement impact today’s educational commitments to serve diverse populations?

In this Lab, we will use the ASU charter, with its commitment to inclusion, access, and equity, as a foundation for addressing challenges within the politics of education like those revealed by the histories of education for Indigenous and African American communities.

Our semester-long investigation into questions about inclusion in education will include rigorous dialogues, creative projects, and meaningful collaborations with historic education sites that have been on the front lines of American battles over inclusive education for Indigenous Peoples and African Americans.

Student teams will make the approaches developed through their investigation publicly accessible, aiding others seeking greater inclusion, equity, and access in education.

• Join an illuminating, powerful site-based Lab that focuses on the contemporary and historical challenges of creating inclusive, equitable societies

• Use the ASU charter as a basis for identifying urgent educational issues around inclusion that continue to shape our world

• Intensify critical thinking and archival research skills by investigating rich social and educational histories of Indigenous Peoples and African Americans in and beyond Arizona

• Collaborate with others to develop viable intellectual and social agendas for creating a more inclusive society here at ASU and in communities beyond the university

• Barrett students earn HON credit

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