

2023-24 Reflections on Integrating Apsáalooke Perspectives and Knowledge

1. Do you feel you are integrating Apsáalooke perspectives and knowledge into your classes more, the same, or less than you did in 2019?

Same: Agriculture, Applied science, Trades, Crow studies

More: Business administration, Education, Human services, Science

IS/IT – Not applicable

Math – Within the classroom we continue to add culturally appropriate projects to our course. We vary our projects by adding applications or reflections on activities happening in the area.

2. In 2023-24, estimate the % of your class time you feel you integrated Crow perspectives and knowledge.

Agriculture – 10%

Crow studies – 100%

Math – 20%

Applied science - 5%

Education – 50%

Science – 10%

Business administration – 10%

Human services – 15%

Trades – 30-40%

IS/IT - 10-20%

3. Provide examples of **new ways** you integrated Crow perspectives and knowledge in your classes in 2023-24 that you had not done before.

None or NA: Agriculture, Applied science, IS/IT (newly created, Trades)

Business administration – In my lectures, I tended to bring culture more to the forefront and ask my students about their cultural experiences and how that related to the topics discussed pertaining to business, also try to incorporate new projects that link the gap between culture and the business perspective.

Crow studies – Some in-class and out-of-class exercises were introduced, such as everything that had to do with the tipi, from cultural information about the tipi, to the cultural significance of each part and then having the students erect a tipi.

Education – Students are required to apply/demonstrate Crow perspectives and knowledge into their lessons that are being taught in school. This summer 2024 Plains Sign Language and Reading & Writing Crow Language for Teachers are being offered. Also a Class 7 licensure prep course will be offered for those individuals who seek the license of Crow Culture Specialist.

Human services – Intergenerational trauma from colonization has been a topic of interest in previous classes. When studying disorders of stress and trauma, we discussed and compared the symptoms, associated features, and treatments for these disorders with how they might apply at a more cultural or society level.

Math – There are hand games in spring so I discussed how they determine they high point guesser using number of guess and number correct is one.

Science – The biggest increase in the integration of Crow perspectives and knowledge into our classes was at the program level. A new course, CS 140 Apsáalooke science, was added to the program of study of the natural resources / environmental science.

4. Provide examples of how you integrated Crow perspectives and knowledge in your classes in 2023-24.

Agriculture – None

Applied science - Crow terminology has been incorporated into applied science program courses such as anatomy and physiology.

Business administration – BU 111 midterm project specifically. The project centered around economic environments on the Crow Reservation and had the students interview elders to get their perspectives on how the reservation has changes from their childhood to now. BU 221/222 I change the names of the characters in the problems to represent people or familiar family names that give the students a sense of familiarity to the materials. BU 122 I ask a question that relates to the difficulties fluent Crow speakers have with trying to translate their thoughts into written English. BU 202/201 we look at economic factors that affect the lives of the reservation as a whole as well as individuals and their ability to make choices with what is available to them.

Crow studies – In the Crow Studies classes Crow perspectives and knowledge are presented in lecturers, written material, powerpoints, videos and classroom exercises. Also, there is a weekly program room with guest speakers who lecture about various topics concerning Crow knowledge.

Education – Where applicable, Crow Language vocabulary is introduced and Crow point of view i.e. behavior and expectations, impacts of cultural shift in intergenerational relations, how this affects teaching and learning in area schools. The emphasis on philosophical views of the Crow people is paramount to the preservation of identity.

Human services – Human Services involves "healing" as a central concept. Inquiring about traditional Apsáalooke healing methodologies appears to be a topic that most authorities would consider more private--therefore, instead of incorporating well-outlined concepts of Apsáalooke healing, it seems more respectful to ask students to disclose similarities/differences in traditional and academic approaches to healing. In doing so, it seems to promote a more dynamic, interactive process of sharing and comparing. The student trust level and mix affects the degree to which this discussion occurs in class. Poles of the tipi represent stages of life. This can be compared to Erik Erikson's stages of psychosocial development. Typical examples include: Passive and active (counseling) responses can be compared with seeking advice, social interactions, and discussions with Elders.

IS/IT – I have focused on using applications that reflect the local culture over general or supplied examples that students struggle to identify with.

Math – Continued the measuring of the wall fabric for a teepee and a tent. Talked about calorie intake to include native foods.

Science – Examples of integration of Crow perspectives and knowledge was the addition of the CS course to a program, placed-based case study assignments, and student discussion forum assignments.

Trades – Teaching traditional ways of respect in working with males and females together.

5. What do you plan to do in 2024-25 to increase the integration of Crow perspectives and knowledge into your classes?

Agriculture – Integrate more Crow botany knowledge into the AG 133 course, integrate place based and Crow perspective content into AG 134. AG 242/243 will have modules focused on Crow knowledge and perspectives. AG 230 will have Crow perspectives integrated into modules already developed. Try to integrate Crow community members into 1 credit courses. Increase number of courses taught yearly.

Applied science – Add to curriculum more crow perspectives to labs and lectures and potentially creation of a course which focuses more heavily on Crow culture knowledge in the medical field.

Business administration – I plan to integrate more projects that try to bridge the gap between the western way of thinking specifically in the business world to how the students can incorporate some of these ideals with still keeping a rich heritage and still utilize their language and culture to preserve and perpetuate and not to exploit.

Crow studies – Of course, Crow studies classes are full integrated with Crow perspectives and knowledge, but the professors have been discussing doing field trips to cultural and historical sites important to Crow people.

Education – In-service and placed based training on Crow language and culture for faculty.

Human services – Engage more discussion of personal traditional cultural knowledge and what we are learning in classes. Continue to seek out Elders and cultural resources to learn more of concepts they might feel comfortable sharing that could be incorporated into classes.

IS/IT – Continue to integrate more relevant examples into the curriculum.

Math – We are looking for other activities at this time to integrate.

Science – Plans to increase the integration of Crow perspectives into the science curriculum include the increase of ethnobotany content into the range science curriculum, laboratory student driven research projects in SC 161 and SC 243, additional of new modules focused on case studies that focus on community concerns to SC 244 and SC 242. Students in the programs included in this review will be advised to take CS 140 as their Crow studies core course.

Trades – No response