

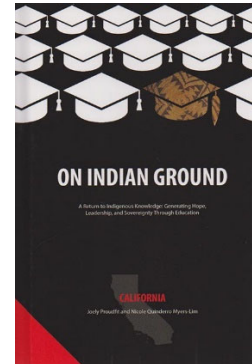


Call for Chapters 2019/2020

IAP On Indian Ground Book Series

<http://www.infoagepub.com/products/On-Indian-Ground>

Book Title: On Indian Ground: NORTHERN WOODLANDS
Wisconsin, Michigan, Minnesota, New York



This series collects successful practices and current research in Indian education from across the United States. We hope that this volume will 1) provide a service to other schools across the nation that will benefit from your experience and knowledge and 2) help others learn about your school and unique circumstances.

- For school administrators and instructors, we hope that you will share what your school does well, why you have success in this area, what thought or research you used in developing your program.
- For researchers and scholars, we hope that you will provide accessible, current research in areas that will be useful to administrators and teacher with substantial American Indian populations of students.

Current example contributors to the Northern Woodlands volume:

Hugh Burnam and Chelsea Sunday: The Haudenosaunee Student Alliance: Re-defining the purpose of “education” towards anti-colonial Indigenous citizenship

Nicole Bowman: Tribal Nation and Public Education Policy Development: A Nation to Nation Model for Strengthening Educational Relations and Outcomes

Margaret Noodin: Anishinabe Language Instruction in Wisconsin Schools

Pyawasay: Colonial Institutions: Universities as Modern-Day Boarding Schools

Martin Reinhardt: Native American Studies at Northern Michigan University

The editors understand that for some writers writing for publication will be a new venture. We look forward to working with you to add your voice and perspective to this important volume.

We hope to see your one-page proposal. The due date for the proposal is August 1, 2019. The due date for the first draft article is December 1, 2019.

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The editors invite you to offer a proposal for a chapter for this collection of best practices in research and education in Indian Country. We would like to learn what your school or your school system does well in teaching, administration, counseling, community outreach, technology, research, language, or

other areas. This kind of information will be enormously helpful to teachers at other schools with substantial populations of American Indian students. We are seeking proposals of 1-2 pages, and then a chapter for the book anywhere from 5-20 pages in length.

We hope you will consider contributing to this series.

CALL FOR CHAPTERS

SERIES-This series is devoted to the recent developments, research, and practice of American Indian/ Alaska Native/Native Hawaiian education. It seeks to illustrate recent methods, procedures, and applications designed for educators who work with American Indian/ Alaska Native/Native Hawaiian students and seeks to highlight tribal specific interventions by sharing best practices. We especially welcome chapters that combine successful practice with research.

With 567 federally recognized tribes in the United States, we believe that various geographic regions are home to specific practices, policies, and philosophies that highlight our common interests and tribal differences. This series moves away from the historical approach of "American Indian Education" by seeking to highlight successes within diverse tribal nations.

Objectives:

- An easy reading volume that focuses on a specific geographic region and the tribes residing within that region to be used by practitioners and researchers who work with Indian people.
- Each volume will include models, case studies, and references or links to both curriculum materials and current research.

Specific Chapter Contents

1. A history of Indian education within the State/s; expect multiple authors if region includes multiple starts to be combined into one chapter.
2. Indian education policy/politics & case law & tribal governance
3. Tribal Departments of Education & Education Associations
4. Early childhood education; P-K and Head start
5. K-12 Best practices (cultural pedagogy and native ways of knowing); expect multiple authors if region includes multi-tribal efforts to be combined into one chapter.
6. Language revitalization
7. Post-secondary education (tribal colleges and public and private IHEs)
8. Exceptional education
9. Curriculum Assessment Practices
10. Counseling
11. Use of technology
12. Funding/Finance
13. Parents & tribal community efforts
14. Research and Evaluation
15. (Open to any topic. Suggestions welcome.)

We expect such cross-cutting themes such as sustainability, gaming, economic development, health and wellness, etc. will be incorporated as relevant.

Target Audience:

Each book seeks to offer teachers, administrators, tribal community members and researchers a refreshed, enhanced, and in-depth view of practice as well as theoretical and empirical research for a specific region.

Publisher:

This series is scheduled to be published by Information Age Publishing. For additional information regarding the publisher, please visit <http://www.infoagepub.com/guidelines.html>. Please note that we will use APA style sheet with double spacing.

Submission Procedure:

Authors are invited to submit a 1-2 page chapter proposal for one of the topics listed above to the volume editor by August 1, 2019

Articles are due for review by December 1, 2019

Contact volume editor for submissions or if you have questions: Michael Wilson, michael@uwm.edu

Contact volume editor for updates. Inquiries may be forwarded to series editors as well: Linda Sue Warner, lsuewarner@yahoo.com