

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2014

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
("generic" is a placeholder for topics)

4. Course abbreviation and Number:* AIS 101

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
Introduction to American Indian Studies

6. Abbreviated Title for Banner:
(no more than 25 characters, including spaces)
Introduction to American Indian Studies

7. Number of Units: 03

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
The course is designed to introduce students to American Indian Studies while also giving them the opportunity to engage and better understand the various methods, theoretical approaches, and issues in American Indian Studies. The course provides a broad introduction to American Indian Studies as an intellectual discipline and engaging actual people working with local tribal communities. The course explores the various ways that American Indian Studies and scholars have produced vibrant and meaningful knowledge.

9. Why is this course being proposed?
This course is a required course for the American Indian Studies Minor. This course will help the University fulfill its commitment to diversity. Students will understand how to analyze and articulate a critically informed response about the fundamental issues involved in American Indian Studies, and will utilize experiential learning and community service learning to apply American Indian Studies concepts to real world settings, understand the importance of community- and place-based research as it is used to develop critical thinking and critical discussions pertaining to American Indians. Course offers an opportunity for students to engage and better understand the various methods, theoretical approaches, and issues in American Indian Studies. The course provides an engaging broad introduction to American Indian Studies as an intellectual discipline introduction to well-regarded professionals working in and with local tribal communities.

10. Mode of Instruction*
(See pages 19-23 at <https://zeta.calstate.edu:8250/webdoc/TransactionDEDSction5.doc> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	03	LEC 02
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No
 Faculty Credential Analyst Dean Program/Department - Director/Chair

with

engages

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No No
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* every year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
 (Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 D7– Social Science, Course would fulfill elective requirements for Soc, Crim and Justice Studies majors. This course is a core requirement for the American Indian Studies minor and could serve as an elective for Ethnic Studies.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Sociology Discipline	<u>see email</u> Signature	<u>8/7/15</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Ethnic Studies Discipline	<u>— see email</u> Signature	<u>9/23/15</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
<u>Eth</u>	<u>see email</u> Signature	<u>10/7/15</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL):

Joely Proudfit
 1. Originator (please print or type name) Joely Proudfit Date 10/7/13

Joely Proudfit
 2. Program Director/Chair Joely Proudfit Date 10/7/13

Marisa Stoddard Hines
 3. College Curriculum Committee Date 8/5/15

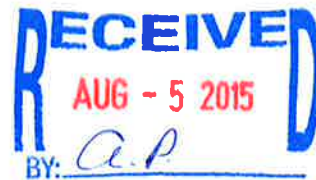
Marisa Stoddard Hines
 4. College Dean (or Designee) Date 8/5/15

(UNIVERSITY LEVEL)

 5. UCC Committee Chair Date

 6. Vice President for Academic Affairs (or Designee) Date

 7. President (or Designee) Date



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Virginia Mann

From: Sharon Elise
Sent: Friday, August 07, 2015 12:17 PM
To: Virginia Mann
Cc: Joely Proudfit; Regina Eisenbach; Martha Stoddard-Holmes
Subject: Re: Minor in American Indian Studies

My apologies to all! I was reading emails in reverse order. I do not have any objection to the new Intro to AIS course. May this email serve as my consent.

Best,

Sharon Elise

Sent from my iPhone

> On Aug 7, 2015, at 10:01 AM, "Virginia Mann" <vmann@csusm.edu> wrote:

>

> Good morning Sharon,

>

> We received materials from CHABSS for the changes to the Minor in Native Studies, becoming the American Indian Studies Minor. Although there are emails of support for Sociology attached to many of the documents received, we still need a few things clarified to move the package forward to UCC:

>

> Attached is a new course - AIS 101 - Intro to American Indian Studies. On page 2 SOC is listed as an impacted discipline but there is no signature yet, nor email specific to that course. Could you please confirm Sociology's support of this new course?

>

> Also, SOC 348 (American Indian Communities) is an existing course which carries DD credit. Would you please confirm if Sociology supports this course being cross-listed with AIS 348?

>

> Finally, SOC 468/PSCI 418 (American Indian Political & Economic Development) is an existing course which carries DD credit. Would you please confirm if Sociology supports this course being cross-listed with AIS 468?

>

> Once we hear back from SOC regarding these three issues, the package will be ready to move forward to UCC. Thanks so much for your time, Sharon.

>

> Virginia

>

> Virginia Peters Mann

> Curriculum Specialist

> Academic Programs

> CRA 5201-B

> (760) 750-8887

>

>

>

>

> <4597_001.pdf>

Virginia Mann

Subject: FW: AIS 101 - Ethnic Studies Review

From: Michelle Holling <mholling@csusm.edu>

Date: Wednesday, September 23, 2015 2:34 PM

To: IITS Administrator <smoineau@csusm.edu>, Virginia Mann <vmann@csusm.edu>

Cc: Regina Eisenbach <regina@csusm.edu>, Dreama Moon <dmoon@csusm.edu>, Laurette McGuire <lmcguire@csusm.edu>, Jule Garcia <jmgarcia@csusm.edu>, Vincent Pham <vpham@csusm.edu>, Martha Stoddard-Holmes <mstoddar@csusm.edu>

Subject: RE: AIS 101 - Ethnic Studies Review

Hi Suzanne.

The Ethnic Studies coordinators have reviewed the AIS curriculum and we offer our support. Please use this email as an indicator of signature.

Regards, Michelle

Michelle A. Holling, Ph.D.
Professor & Chair, Department of Communication
Co-Coordinator, Ethnic Studies Program
1st Vice President, Western States Communication Association

California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92069
Office location: SBSB 2136; Office phone: 760/750-8576
Email: mholling@csusm.edu
Faculty profile: <http://www.csusm.edu/communication/faculty/mholling.html>

Recent Publications:

Race(ing) Intercultural Communication: Racial Logics in a Colorblind Era (2015/6). Routledge
<https://www.routledge.com/products/9781138921764>

"So My Name is Alma. I Am the Sister of . . .": A Femicide Testimonio of Violence and Violent Identifications," *Women's Studies in Communication* <http://dx.doi.org/10.1080/07491409.2014.944733>

"Racist Violations and Racializing Apologia in a Post-Racism Era," *Journal of International & Intercultural Communication*,
<http://dx.doi.org/10.1080/17513057.2014.964144>

Anth support

Virginia Mann

From: Bonnie Bade
Sent: Wednesday, October 07, 2015 7:24 AM
To: Suzanne Moineau
Cc: Regina Eisenbach; Virginia Mann
Subject: Re: ANTH review of AIS 101

Anthropology supports the offering of AIS 101.

Bonnie Bade, Ph.D.
Chair, Anthropology Department
Director, National Latino Research Center
Cal State University San Marcos
San Marcos, CA 92096
www.csusm.edu/anthropology
www.csusm.edu/nlrc

From: Suzanne Moineau
Sent: Wednesday, October 7, 2015 4:39 AM
To: Bonnie Bade
Cc: Regina Eisenbach; Virginia Mann
Subject: Re: ANTH review of AIS 101

Good Morning Bonnie,

I hope this finds you well.

AIS 101 will be placed back on UCC's agenda for review on Monday, October 12. So that the committee may effectively review the curriculum in a timely manner, I would like to ask that you provide Virginia with any feedback by 4pm today, so that it may be considered in our review.

Please let me know if you have any questions.

Best,
Sue

*Suzanne Moineau, Ph.D., CCC/SLP
Associate Professor
Chair, Department of Speech-Language Pathology
College of Education, Health and Human Services
California State University San Marcos*

New

Professor: Dr. Proudfit Semester: Spring 2014
Office: SBSB 2237 or SBSB 1118 (check with me) Tuesday: 2:30 – 5:15
Office#:760-750-4619 Meeting Room: SBSB
Email: jproudfi@csusm.edu
Office Hrs: Monday 1:30 – 2:30, Tuesday 11:00 – 12:00 (or by appointment)
Please turn off or silence all electronic equipment before entering the classroom.

COURSE DESCRIPTION:

The course is designed to introduce students to American Indian Studies while also giving them the opportunity to engage and better understand the various methods, theoretical approaches, and issues in American Indian Studies. The course provides a broad introduction to American Indian Studies as an intellectual discipline and engaging actual people working with local tribal communities. You will examine the institutional development, theoretical approaches and the interdisciplinary methodology that have been used to understand American Indians. Though most of our study will focus on American Indian nations and peoples we will also encounter some of the issues confronting indigenous peoples in different parts of the world. You will be introduced to a variety of American Indian issues through a series of guest speakers and American Indian scholars. This will expose you to diverse American Indian perspectives and voices. The final part of this course, explores the various ways that American Indian Studies and scholars have produced vibrant and meaningful knowledge.

COURSE REQUIREMENTS:

Class attendance is required and each student is expected to come to class prepared, with required reading completed, and ready for class discussion. Discussion and engagement with the readings for this course is critical, questioning the readings is as important as gathering the information from them. Because of the potential controversial nature of the subject matter, it must be emphasized that we will treat each other, and our different perspectives, with respect. Together we will critically engage the required readings and contrast the concerns and emphases of American Indian scholars. This course will follow a seminar discussion format with weekly guest lectures and occasional film screenings. You will all need to be fully engaged with Cougar Courses for this class.

The emphasis in this course is on participation and cooperative learning. Therefore, the syllabus serves as a guide to the minimal requirements for the course. You must do all the readings and other preparation in advance of the class for which it is assigned. Please come to class prepared to participate actively.

LEARNING OUTCOMES:

AIS 101 fulfills the D7 Interdisciplinary Social Sciences credit requirement

This course aligns with the following General Education Program Learning Outcomes (GEPLOs):

2	Compare and contrast relationships
3	Communicate in writing
4	Communicate orally
5	Find, evaluate, and use authoritative and/or scholarly information

8	Describe the importance of diverse experiences
9	Apply knowledge from different discipline courses to new settings and complex problems

Course Learning Outcomes: Upon completion of this course, students will be able to

1. Utilize culturally competent methods of analysis, research, and community service learning in American Indian Studies.
2. Describe the interdisciplinary intellectual tradition that makes up American Indian Studies as a distinct field of study.
3. Analyze and articulate a critically informed response about the fundamental issues involved in American Indian Studies.
4. Recognize and articulate historical and contemporary issues challenging American Indian knowledge production.
5. Identify the role of race, class, and gender in American Indian Studies and between AIS and other ethnic groups in the US.
6. Articulate the importance of American Indian voice.
7. Define and analyze the process of decolonization.
8. Demonstrate critically informed cultural competency when dealing with AI people and culture.

AIS 101

Introduction to American Indian Studies

Professor: Dr. Proudfit

Office: SBSB 2237 or SBSB 1118 (check with me)

Office#: 760-750-4619

Email: jproudfi@csusm.edu

Office Hrs: Monday 1:30 – 2:30, Tuesday 11:00 – 12:00 (or by appointment)

Please turn off or silence all electronic equipment before entering the classroom.

Semester: Spring 2014

Tuesday: 2:30 – 5:15

Meeting Room: SBSB

COURSE DESCRIPTION:

The course introduces students to the broad and inter-disciplinary methods in the field of American Indian Studies. Students will have engage and develop comprehension about the diverse but relational methods, theoretical approaches, and issues in American Indian Studies. At its core, the course builds a historical and legal foundation for American Indian Studies as an intellectual discipline. Students will be assess a variety of issues and topics impacting American Indian life ways, social, political, and economic systems through a series of guest speakers and scholars from local American Indian communities. The guest lectures will expose students to diverse American Indian perspectives and voices. The course, in short, examines the vibrant epistemology of American Indian Studies as it is deployed inter-disciplinarily in academia and in the community.

COURSE REQUIREMENTS: Class attendance is required and each student is expected to come to class prepared, with required reading completed, and ready for class discussion. Discussion and engagement with the readings for this course is critical, questioning the readings is as important as gathering the information from them. Because of the potential controversial nature of the subject matter, it must be emphasized that we will treat each other, and our different perspectives, with respect. Together we will critically engage the required readings and contrast the concerns and emphases of American Indian scholars. This course will follow a seminar discussion format with weekly guest lectures and occasional film screenings. You will all need to be fully engaged with Cougar Courses for this class.

The emphasis in this course is on participation and cooperative learning. Therefore, the syllabus serves as a guide to the minimal requirements for the course. You *must* do all the readings and other preparation in advance of the class for which it is assigned. Please come to class prepared to participate actively.

COURSE LEARNING OUTCOMES:

AIS 101 fulfills the D7 Interdisciplinary Social Sciences credit requirement

1. Apply culturally competent methods of research and analysis to issues in American Indian Studies
2. Cogently explain the inter-disciplinary intellectual tradition that makes up American Indian Studies as a distinct field of study
3. Analyze and justify a critically informed response about the fundamental issues impacting American Indian Studies today.
4. Demonstrate community- and place-based research methodologies constructed through experiential and community service learning.
5. Through a critical comparison, assess both historical and contemporary issues challenging American Indian knowledge production
6. Utilize experiential learning and community service learning to apply American Indian Studies concepts to real world settings

7. Understand the role of race, class, and gender in American Indian Studies and between AIS and other ethnic groups in the US
8. To understand the importance of American Indian voice.
9. Define and analyze the process of decolonization
10. Demonstrate critically informed cultural competency when dealing with AI people and culture

REQUIRED MATERIALS:

Everything You Want to Know About Indians But Were Afraid Ask
By Anton Treuer

For Indigenous Eyes Only: A Decolonization Handbook (School of American Research Native America) By Waziyatawin, Michael Yellow Bird

Decolonizing Methodologies: Research and Indigenous Peoples.
By Smith Tuhiwai, Linda London: Zed Books, 2012.

Native American Voices, Volume 3
Edited by, Susan Lobo, Steve Talbot, Traci L. Morris,

Online Cougar Courses — Readings will be added to Cougar Courses on a regular basis.

Class Guests:

We will frequently have guest presenters, featuring American Indian academic and scholars. Some will be listed on the syllabus and some will be surprise guests so please don't be late.

Regular reading of newspapers such as the New York Times and Los Angeles Times, watching CSPAN, listening to NPR (National Public Radio) and reading weekly or monthly news magazines such as Newsweek, Time and U.S. News and World Report is required. Additional readings and media materials may be assigned and syllabus may be updated regularly, so please check Cougar Courses frequently.

Grading Policy:

Participation	10 pts
Preparation	10 pts
Group Presentations	10 pts
Midterm	20 pts
Final Exam	20 pts
Native Scholar Research Paper	30 pts
Total	100pts

Group Presentation: Students will be assigned to groups that will be responsible for presenting on a selection the readings for one particular week. The presentation should summarize the readings while also engaging with some of themes from the readings. Groups should also come up with at least two questions to facilitate classroom discussion. Your presentation should be no more than 30 minutes. We will be using Cougar Courses to create a working archive of each group's contribution to the readings.

Exams: The midterm and final exams will be made up of a combination of multiple- choice, fill in the blank, true/false, short answer, and short essays.

Participation:

Now, if you take the time to do the reading it seems rather silly not to then talk about it. You have the right and responsibility to an opinion based on the facts, please share them. Occasionally during the semester, I will ask you to write a formal response to a question I will pose. The response need not be long (about a half a page typed) but it should be thoughtful. I am interested in your feelings and understanding on a particular issue, and other points of view will be discussed and analyzed openly in class. These papers will be graded as part of your participation grade. I will use them to generate discussion. The frequency that I assign these papers will depend on how well you perform during discussion without them. If you are adequately prepared to discuss relevant issues without them then I will refrain from assigning you this extra work too often.

Attendance:

I expect everyone to attend every class meeting. I impose no specific penalties. We are, after all, adults. I will merely note your attendance at each class. Those with poor attendance should not expect my assistance in digging themselves out of self-created holes.

Reading:

I cannot stress enough the importance of completing assigned readings. We are studying material that begs to be argued and discussed, so it is to your benefit to read, your grade depends on it.

Academic Honesty:

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University

Disabilities:

A disability of any kind should not prevent anyone from successfully completing this course. However, I request that anyone with special needs contact me immediately. Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall, Room 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Consider a Minor in American Indian Studies: Interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other socially engaged careers? American Indian Studies is an interdisciplinary field of study that allows students to critically examine the complex dynamics of a variety of issues in and tribal nations in the United States. It is especially committed to developing critical thinking skills and compassionate social engagement. I encourage you to explore the possibilities of career development and ongoing community service after graduation by pursuing employment in the American Indian community. Your American Indian Studies minor degree can be an advantage, especially after completing this course, in your future career. For more information, please contact me throughout the semester to discuss your

COURSE OUTLINE –

The reading(s) that follow each week heading are to be read before that class meeting. A selection of the below reading for each section will be assigned to one group for their in-class presentations. Longer reading assignments have been repeated over the period given to complete them. Be prepared to refer to the reading material in class.

PART I: FOUNDATIONS

WEEK 1-2: AMERICAN INDIAN STUDIES: ORGINS & ORAL TRADITIONS

Vine Deloria, Jr., *Low Bridge Everybody Cross*

Scott Momaday, *Disturbing the Spirits*

Vine Deloria, Jr. *OK Scott, Where's the Beef*

John Kizca, *First Contacts*.

Duane Champagne, *The Rise and Fall of Native American Studies in the United States*

Tom Holm, *Peoplehood Matrix*

Taiaiake. 2004. *Sovereignty*.

Harring, Sidney L. 2004. *Indian Law, Sovereignty, and State Law: Native People and the Law*.

Miller, Jay. 2004. *Kinship, Family Kindreds, and Community*.

Treuer, *Everything You Want to Know About Indians But Were Afraid To Ask*

WEEK 3-4: AMERICAN INDIAN STUDIES AS AN ACADEMIC DISCIPLINE

Russell Thornton, *American Indian Studies as an Academic Discipline*

Steve Pavlik, *Methods, Models, and Scholarship in the Discipline of Native American Studies*

Jay Stauss, *Defining Indian Studies through Stories and Nation Building*

Treuer, *Everything You Want to Know About Indians But Were Afraid To Ask*

WEEK 5: AMERICAN INDIANS - IDENTITIES, DEMOGRAPHIES, BIOLOGY, HISTORY

Treuer, *Everything You Want to Know About Indians But Were Afraid To Ask*

Duran, Bonnie; Eduardo Duran and Maria Yellow Horse Brave Heart, *Native Americans and the Trauma of History*.

Hilary N. Weaver, *Indigenous Identity: What Is It, and Who Really Has It?*

Brown, Jennifer, and Theresa Schenck. *Métis, Mestizo, and Mixed-Blood*.

Steve Talbot, *First Nations: Indigenous Peoples of Canada*

Susan Lobo, *The U.S. Census as "Statistical Genocide"*

Thornton, Russell, *Health, Disease, and Demography*.

Yellow Bird, Michael, *What We Want to Be Called; Indigenous Peoples*

Eve Marie Garrouette, *The Racial Formation of American Indians: Negotiating Legitimate Identities within Tribal and Federal Law*

WEEK 6: TRIBAL NATIONS, SOVERIGNTY, GOVERNANCE:

Vine Deloria and Clifford M Lytle, *A Status Higher Than States*

David E. Wilkins, *A History of Federal Indian Policy*

Robert Odawi Porter, *The Decolonization of Indigenous Governments*

Andrea Smith, *U.S. Empire and the War Against Native Sovereignty*

Poka Laenui, *The Rediscovery of Hawaiian Sovereignty*

Eileen M. Luna-Firebaugh, *The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of the Americas*

Steve Talbot, *Genocide of California Indians*

PART II: AMERICAN INDIAN KNOWLEDGE SYSTEMS, DECOLONIZING WESTERN ACADEMIC KNOWLEDGE

WEEKS 7-8: AMERICAN INDIAN KNOWLEDGE SYSTEMS

Kidwell, Clara Sue. Native American Systems of Knowledge.

Clara Sue Kidwell, Native American Studies: Academic Concerns and Community Service

Elizabeth Cook-Lynn, Indigenous Model of Native American Studies

Duane Champagne, American Indian Studies is for Everyone

Jay Stauss, Defining American Indian Studies through Stories and Nation Building

WEEKS 9-10: AMERICAN INDIAN INTELLECTUALISM AND VINE DELORIA, JR.

Bruce E. Johansen, Dedication: On the Passing of Vine Deloria, Jr.

Steve Pavlik, Darwin, Deloria, and the Origin of Life

John Mohawk, Origins of Iroquois Political Thought

WEEK 11-12: DECOLONIZING METHODOLOGIES, RESEARCH & AMERICAN INDIANS

Linda Tuhiwai Smith, Decolonizing Methodologies: Research and Indigenous Peoples

Devon A. Mihesuah, So You Want to Write About American Indians

PART III. COLONIZING KNOWLEDGES: DECOLONIZATION IN PRACTICE

WEEKS 13-14: AMERICAN INDIAN STUDIES: CONTRIBUTIONS & CHALLENGES IN UNDERSTANDING GENDER, HISTORY, SCIENCE, PLACE, SPACE

Rayna Green, The Pocahontas Perplex: The Image of Indian Women in the American Culture

Calhoun, Ann; Mishuana Goeman, and Monica Tsethlikai, Achieving Gender Equity for American Indians.

Devon Abbott Mihesuah Indigenous, American Women: Decolonization, Empowerment, Activism

Bell, Betty, Gender in Native America

Sally J. Torpy, Native American Women and Coerced Sterilization: On the Trails of Tears in the 1970s

Jennie R. Joe, American Indian and Alaskan Native Health

Philip A. May, The Epidemiology of Alcohol Abuse Among American Indians: The Mythical and Real Properties

Louis S. Warren, The Nature of Conquest: Indians, Americans and Environmental History

Vine Deloria, Jr. Anthropologists and Other Friends

James Riding In, Cal Seciwa, Suzan Shown Harjo and Walther EchoHawk, Protecting Native Human Remains, Burial Grounds and Sacred Places

WEEKS 15-16: AMERICAN INDIAN STUDIES: REPRESENTATIONS, LANGUAGE, ARTS & INSTITUTIONS

Moses, L.G., Performative Traditions in American Indian History

Hafen, P. Jane, Native American Literatures.

Harmon, Alexandra, Wanted: More Histories of Indian Identity

Amy Lonetree, Missed Opportunities Reflections of NMAI

Myla Vicenti Carpio, (Un)disturbing Exhibitions Indigenous Historical Memory at the NMAI

Tim Giago, Indian-Names Mascots: An Assault on Self-Esteem

Theresa Harlan, Creating a Visual History: A Question of Ownership

Beverly R. Singer, Wiping the Warpaint off the Lens: Native American Film and Video

PART IV: CHALLENGES IN AMERICAN INDIAN STUDIES OR BRIDGE BUILDING? YOU DECIDE

WEEK 17: THE FUTURE OF AMERICAN INDIAN STUDIES AND AMERICAN INDIAN INTELLECTUALISM

Clara Sue Kidwell and Alan Velie, The Current State of Native American Studies

Jace Weaver, More Light Than Heat: The Current State of Native American Studies

Elizabeth Cook-Lynn, Who Stole Native Studies

Elizabeth Cook-Lynn, Defensive, Regulatory, and Transformative Functions of Indian Studies

Karen Gayton Swisher, Why Indian People Should be the Ones to Write About Indian Education