

ALS 101

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA D7: Interdisciplinary Social Science**
See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 101	Course Title: Introduction to American Indian Studies	
Number of Units: 3		
College or Program: X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year:	Mode of Delivery: x face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 10/8/13

1. Course Catalog 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.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

x	Course description, course title and course number
x	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
x	Topics or subjects covered in the course
x	Registration conditions
x	Specifics relating to how assignments meet the writing requirement
x	Tentative course schedule including readings
x	Grading components including relative weight of assignments

SIGNATURES




 Course Proposer _____ Date 10/7/13 Department Chair _____ date 10/7/13

Please note that the department will be required to report assessment data to the GEC annually. _____
DC Initial

Library Faculty see email Support Do not support*

 Date 9/11/15

 Impacted Discipline Chair _____ Date _____ Support Do not support*



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		Support		Do not Support*		Approve		Do not Approve
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
_____	_____				_____	_____		
Impacted Discipline	Date				GEC Chair	Date		
Chair								

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

Virginia Mann

From: Melanie Chu
Sent: Tuesday, September 01, 2015 5:52 PM
To: Virginia Mann
Cc: Yvonne Meulemans; Jennifer Fabbi; Allison Carr
Subject: Re: Area D7 - Intro to American Indian Studies

Hi Virginia,

Thank you for the opportunity to review "Intro to American Studies."

I look forward to collaborating with Dr. Proudfit to ensure students have the necessary information literacy skills to complete their "Native Scholar Research Paper" and other course assignments as needed. Current library database subscriptions include access to the New York Times, Los Angeles Times, and other news sources recommended in the syllabus.

Please consider this email my approval for the AIS 101 course.

Melanie Chu

Outreach Librarian, Library Faculty
California State University San Marcos
mchu@csusm.edu | KEL 3306 | 760.750.4378

From: Virginia Mann <vmann@csusm.edu>
Date: Tuesday, August 25, 2015 at 11:09 AM
To: Melanie Chu <mchu@csusm.edu>, Allison Carr <acarr@csusm.edu>
Cc: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: FW: Area D7 - Intro to American Indian Studies

Hello Melanie and Allison,

Jen Fabbi had responded to me that she was forwarding the D7 proposal to both of you on August 7th. Just checking to see if you have had the opportunity to review "Intro to American Indian Studies" yet.

Thanks so much,
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

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Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>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.</p>	<p>Weekly reports; exams in class; student presentations; formal response papers to posed questions: Reading synopses and presentations are geared to assess students' ability to identify, analyze, and evaluate the values and experiences of others, and evaluate them in relation to class discussions and their own lived experiences. In response pieces to events and presentations, critical and sensitive engagement at cultural events; activities students will attend such as dances, lectures, and community events offer them an opportunity to put into action the knowledge they acquire through the course of the semester.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>Students will learn and understand the importance of American Indian voice, and in weeks 15,16 investigate American Indian gender and tribal representations, language arts and culture through various cultural lenses and institutions. Students will examine the institutional development, theoretical approaches and the interdisciplinary methodologies that have been used to understand American Indians. Though most of the study will focus on American Indian nations and peoples, the course also addresses issues confronting indigenous peoples in different parts of the world.</p>	<p>Student-led projects and in class discussion; homework and exams</p>
<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>Students will understand both historical and contemporary issues challenging American Indian knowledge production through Part one of the course: students learn the nature of tribal nations, sovereignty and tribal governance historically and in contemporary contexts. In</p>	<p>Student presentations in class; formal response papers; Building upon class assignments, presentations and homework, students are required to step outside the boundaries of the classroom to engage the knowledge and the cultural competencies that will be effective for intergroup, intercultural exchanges.</p>

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	<p>Part three weeks 13, 14 of the course, students examine the contributions and challenges of work in history, sciences, place and space that plays a role in American Indian lives and welfare. Students are introduced to a variety of American Indian issues through a series of guest speakers and American Indian scholars, thereby exposing them to diverse American Indian perspectives and voices. The final part of the course explores the various ways that American Indian Studies and scholars have produced vibrant and meaningful knowledge.</p>	<p>Students are educated in the meaning and importance of historical context to tribal activities, language differences and sensitivities, and tribal cultural communication.</p>
<p>D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.</p>	<p>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. Weeks 7,8 engage American Indian knowledge systems as a ways to study social phenomena and community issues, and move on to study decolonizing methodologies and research in American Indian Studies as an academic discipline in weeks 11,12.</p>	<p>The readings assigned in the course introduce students to the historical, political, cultural, and aesthetic experiences of American Indian tribes. In the process of reading texts, writing synopses and reports, students examine and critically engage foundational knowledge and theoretical material that informs the history and progression of American Indian Studies as a distinct and interdisciplinary study.</p>

Part B: General Education Learning Outcomes required of all GE courses related to course content:

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GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students have to present, create in-class responses and complete assignments on a weekly basis, respond to the class and to tribal communities and their members, and communicate effectively in class presentations	Homework, student-led projects and in-class discussion, Group presentations: Students will be assigned to groups that will be responsible for presenting on a selection the readings for one particular week. The presentations summarize the readings while also engaging with some of themes from the readings. Groups also come up with at least two questions to facilitate classroom discussion. The presentation is 30 minutes.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	In every area of the course, the content is critical and asks students to objectively engage the materials to create response pieces to them. Students will create final presentations that critically investigate a topic of interest from the 4 areas of the course structure.	Homework, student-led projects and in-class discussion and debates, Group Presentations.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students are required to complete weekly critical responses to materials in class, engage readings and do their own research for end of year and in class presentation. Students will work with library services to refine and enrich their research experiences.	Homework, student-led projects and in-class discussion, and 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. There are [2] exams in the course.

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Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(please describe)</i> : Students will learn and understand the importance of American Indian voice, and investigate American Indian gender and tribal representations, language arts and culture through various cultural lenses and institutions. Students will examine the institutional development, theoretical approaches and the interdisciplinary methodologies that have been used to understand American Indians.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>(please describe)</i> : Though most of the study will focus on American Indian nations and peoples, the course also addresses issues confronting indigenous peoples in different parts of the world. The course will utilize experiential learning and community service learning to apply American Indian Studies concepts to real world group settings, understand the importance of community- and place-based research on peoples as it is used to develop critical thinking and critical discussions pertaining to American Indians.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Students write in weekly reports, exams in class, student presentations and formal response papers to posed questions and create reading synopses and presentations weekly that are geared to assess students' ability to identify, analyze, and evaluate the values and experiences of others, and evaluate them in relation to class discussions and their own lived experiences.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	Course instructor offers content and proficiency feedback on writing submitted in the course, including responses weekly and on projects and research papers.
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students are required to complete weekly critical responses to materials in class, engage readings and do their own research for end of year and in class presentation. Students will work with library services to refine and enrich their research experiences, all of which in the course are reflective of core literatures, voices, and contexts of this academic discipline.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze	Course offers an opportunity for students to engage and better understand the various methods,

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social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.

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. In research projects, interviews and community visits, students will develop information literacy as they analyze the responses and information they acquire throughout the course.

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

Semester: Spring 2014
Tuesday: 2:30 – 5:15
Meeting Room: SBSB

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 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 Thorton, *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 Garroutte, *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