



UNIVERSITY OF WASHINGTON

OFFICE OF THE PRESIDENT

Mark A. Emmert, President

August 6, 2007

Interim Dean Ron Irving
College of Arts and Sciences
Box 353765

Dear Ron:

Based upon the recommendations of the Faculty Council on Academic Standards, the Faculty Council on Tri-Campus Policy has recommended approval of a Bachelor of Arts degree in American Indian Studies. A copy of the proposal is attached.

I am writing to inform you that the Department of American Indian Studies is authorized to specify these changes beginning autumn quarter 2006.

The new requirements should be incorporated in printed statements and in individual department websites as soon as possible. The *General Catalog* website will be updated accordingly by the Registrar's Office.

Sincerely yours,

Mark A. Emmert
President

Enclosure

cc: Dr. Tom Colonese (with enclosure)
Ms. Marcia Feinstein-Tobey (with enclosure)
Mr. Robert Corbett (with enclosure)
Dr. Deborah H. Wiegand (with enclosure)
Todd Mildon, J.D. (with enclosure AIS-20060315)



Creating & Changing Undergraduate Academic Programs*

After college/school review, send signed original and 8 copies to: FCAS, Box 351271

College: Arts & Sciences **Department or Unit:** American Indian Studies **Date:** March 15, 2006

New Programs

- Leading to a Bachelor of _____ in _____ degree
- Leading to a Bachelor of Arts *degree with a major in American Indian Studies*
- Leading to a _____ Option *within the existing major in* _____
- Leading to a Minor in _____

Changes to existing programs

- New Admission Requirements for the Major in _____ within the Bachelor of _____
- Revised Admission Requirements for the Major in _____ within the Bachelor of _____
- Revised Program Requirements for the Major in _____ within the Bachelor of _____
- Revised Requirements for the Option in _____ within the major in _____
- Revised Requirements for the _____

Other Changes

- Change name of program from _____ to _____
- New or Revised Continuation Policy for _____
- Eliminate program in _____

Proposed Effective Date: (quarter/year) Autumn 2006

Contact Person	Phone Number	Email
Tom Colonnese or Marcia Feinstien-Tobey		<u>buffalo@u</u> or <u>maf@u</u>

1. Explanation of and Rationale for Proposed Change: (Please use additional pages if necessary. For new programs, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support, and departmental handouts.)

See attached.

* For information about when and how to use this form please go to <http://www.washington.edu/faculty/facsenate/councils/fcas/1503/>.

Creating & Changing Undergraduate Academic Programs

2. Catalog Copy

A. Catalog Copy as Currently Written (*Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.*)

American Indian Studies

C514 Padelford

American Indian studies surveys Indian cultural developments in art, music, history, medicine, media and film, language, and literature and offers performance and studio experience.

Undergraduate Program

Adviser

C514 Padelford, Box 354305

206-543-9082

The American Indian Studies Center offers the following undergraduate programs:

- Bachelor of Arts ~~through the General Studies program~~
- A minor in American Indian studies.

Bachelor of Arts

Suggested First- and Second-Year College Courses: AIS 201, AIS 202, AIS 203

Department Admission Requirements

~~See General Studies adviser for details.~~

Major Requirements

~~A major emphasizing American Indian Studies is available through the General Studies program. All AIS courses may count toward that major. No more than 6 credits of any combination of AIS 253 and AIS 350 may be counted toward the major.~~

Creating & Changing Undergraduate Academic Programs

B. Proposed Catalog Copy, Reflecting Requested Changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications.)

American Indian Studies

C514 Padelford

The American Indian Studies Center offers students a wide range of opportunities to learn about the histories, cultures, arts, and contemporary lives of North America's diverse indigenous peoples. The AIS curriculum is multi-disciplinary; it encompasses knowledge, theory, and methods characteristic of several fields in the social sciences and humanities, including history, anthropology, political science, sociology, law, art, and communications.

Undergraduate Program

Adviser

C514 Padelford, Box 354305

206-543-9082

The American Indian Studies Center offers the following undergraduate programs:

- Bachelor of Arts degree with a major in American Indian Studies
- A minor in American Indian studies.

Bachelor of Arts

Suggested First- and Second-Year College Courses: Completion of two courses from AIS 102, AIS 201, AIS 202, AIS 203

Department Admission Requirements

1. Minimum of ^{2.00 CUM} ~~2.0~~ University GPA. AMERICAN
2. Completion of 10 credits of college Indian studies classes.
3. Students may declare the major at any time in the quarter. Transfer students must be enrolled in the UW before applying.

Major Requirements

55 credits as follows:

1. Introductory courses (10 credits): Two courses from AIS 102, AIS 201, AIS 202, and AIS 203. Other courses may be allowed with the approval of the AIS program chair.
2. AIS Electives (40 credits): Chosen from AIS courses or a select list of courses from other departments (see program adviser or program website for complete list).

Creating & Changing Undergraduate Academic Programs

3. Senior Project (5 credits): AIS 498 or approved alternative.
 4. A minimum of 25 credits of course work at the 300-level or above must be completed at the UW.
- APPLIED TO THE MAJOR*

3. Signatures (required)

Chair/Program Director <i>Tom Colun</i>	Date <i>3.30.06</i>	Dean <i>Dain A. at</i>	Date <i>MAY 09 2006</i>
College Committee <i>[Signature]</i>	Date <i>MAY 09 2006</i>	Faculty Council on Academic Standards <i>[Signature]</i>	Date <i>2/8/06</i>

*prereq & tri-courses
rev.
[Signature] 2/16/07
Post-tri-courses*

Bachelor of Arts Major in American Indian Studies

Suggested First and Second Year College Courses:

Completion of two courses from:

- AIS 102 (5) - Introduction to American Indian Studies
- AIS 201 (5) - Introduction to American Indian Histories
- AIS 202 (5) - Introduction to Contemporary Experience in Indian America
- AIS 203 (5) - Introduction to Philosophical and Aesthetic Universes

Departmental Admission Requirements:

Minimum of 2.0 University GPA

Completion of 10 credits of American Indian Studies classes

Students may declare the major at any time in the quarter. Transfer students must be enrolled at the UW before applying.

Major Requirements:

55 credits as follows:

1. Introductory courses (10 credits): Two courses from AIS 102, AIS 201, AIS 202, and AIS 203. Other courses may be allowed with the approval of the AIS program chair.
2. AIS Electives (40 credits): Chosen from AIS courses or a select list of courses from other departments (See below).
3. Senior Project (5 credits): AIS 498 or an approved alternative.
4. A minimum of 25 credits of course work at the 300-level or above must be completed at the UW.

AIS Electives:

- AIS 110 (3) - Musical Traditions of Native North America
- AIS 113 (5) - American Indian Language: Navajo
- AIS 114 (5) - American Indian Language: Navajo
- AIS 115 (5) - American Indian Language: Navajo
- AIS 151 (3) - Indian Art of the Northwest Coast
- AIS 170 (5) - Survey of North American Indian Art
- AIS 230 (5) - Contemporary Indian Gaming and Casinos
- AIS 240 (5) - Native North American Women
- AIS 253 (3) - Wood Design
- AIS 311 (5) - North American Indians: The Pacific Northwest
- AIS 312 (5) - North American Indians: The Intermountain West

- AIS 316 (5) - North American Indians: The Southeast to 1850
- AIS 317 (5) - North American Indians: The Southwest
- AIS 330 (5) - United States - Indian Relations
- AIS 331 (5) - American Indian History I: European Discovery to 1840
- AIS 332 (5) - American Indian History II: 1840 to the Present
- AIS 335 (5) - American Indians and the Law
- AIS 340 (5) - Indian Children and Families
- AIS 341 (5) - Native Women in the Americas
- AIS 350 (3) - Two-Dimensional Art of the Northwest Coast Indians
- AIS 360 (5) - American Indians in Cinema
- AIS 370 (5) - Researching Indians' History
- AIS 376 (5) - First Nations Literature
- AIS 377 (5) - Contemporary American Indian Literature
- AIS 378 (5) - Contemporary American Indian Literature: A Northwest Focus
- AIS 379 (5) - Powwow: Tradition and Innovation
- AIS 425 (5) - Indians in Western Washington History
- AIS 431 (5) - History of American Indian
- AIS 435 (5) - Spiritual Encounters: Native Spirituality in the Contact Era
- AIS 440 (5) - Reading Native American Women's Lives
- AIS 441 (5) - Gender in Native American Societies
- AIS 442 (5) - Images of Natives in the Cinema and Popular Cultures
- AIS 443 (5) - Indigenous Films, Sovereign Visions
- AIS 444 (5) - Criminality and "Deviance" in Native Communities
- AIS 445 (5) - American Indian Economic History
- AIS 450 (5) - American Indian Song and Dance Tradition: Performance
- AIS 451 (5) - First Nations Governments and Politics in Canada
- AIS 466 (5) - Producing the Documentary Short
- AIS 475 (1-5) - Special Topics (Check this website or the American Indian Studies office for listings.)
- AIS 499 (1-5) - Independent Study (For more information, check with the American Indian Studies office.)

Other Department Class Offerings Approved for the New AIS Minor:

Anthropology:

- ANTH 310 (5) - Native North American Societies
 ANTH 418 (5) - Indian Heritage of Mexico and Central America

Archaeology:

- ARCHY 320 (5) - Prehistory of the Northwest Coast
- ARCHY 475 (3) - Maya Prehistory

- ARCHY 476 (3) - New World States and Empires
- ARCHY 478 (5) - Prehistory of the Arid West
- ARCHY 479 (5) - Prehistoric Cultures of North America: Eastern North America

Art History:

- ART H 206 (5) - Survey of Native-North American Art
- ART H 331 (5) - Native Art of the Pacific Northwest
- ART H 433 (3) - Northern Northwest Coast Native-American Art: Methodologies in Stylistic Analysis
- ART H 434 (3) - Native-American Art and Ceremony of the Southern and Central Northwest Coast
- ART H 435 (3) - Thematic Studies in Native-American Art

History of the Americas:

- HSTAA 412 (5) - The Westward Movement, 1700 - 1850
- HSTAA 413 (5) - History of the Trans-Mississippi West

Law:

LAW 467 (3) - American Indian Law and the American Indian

This list is subject to change without notice.

The Rationale for an American Indian Studies Major at the University of Washington

Within the University of Washington's statement on its role and mission one finds this statement, "The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge." Further within the statement one reads, "As an integral part of a large and diverse community, the University seeks broad representation." These themes are amplified in President Emmert's website message titled, "Making Strides on Diversity." President Emmert asserts, "An education experience that fails to expose students—majority and minority—to multicultural perspectives or that does not include interaction in a diverse community simply cannot measure up." He goes on to say, "In addition to issues of academic quality, we must pursue diversity because it is one of the most basic components of the University's historical mission. Land-grant universities were founded on what at that time was a very radical notion, that higher education should be made available to a much more diverse segment of society than just the children of the elite. To carry out this mission, we have a moral and legal obligation to serve and support all our citizens." Through such statements, the University of Washington makes its regard for and commitment to diversity absolutely clear.

One rationale for an American Indian Studies major at the University of Washington is that the major will advance the University's objectives toward building a diverse institutional community that is concerned with the preservation, advancement, and dissemination of knowledge. When Europeans first reached the North American continent scores of Native American cultures occupied the vast and rich land mass. Although the newcomers were quick to recognize the wealth of natural resources, they were not quick to recognize the spiritual, cultural, and intellectual riches of the people they called Indians. The religious bigotry, cultural bias, and materialistic worldview of the Europeans kept them from understanding and appreciating the Native Peoples. For five hundred years the Native population has been subjected to a systematic genocide that has included physical destruction and policies such as removal, relocation, and termination. The American Indian Studies major seeks to reduce embedded racism and to recognize and reinforce the wisdom and knowledge of Native cultures.

Washington State has a strong Native American presence. It ranks sixth among states in terms of Indian population. In terms of number of federally recognized tribes it shares a primary position, along with the State of Arizona, with twenty-six tribes or federations. Along with the recognized tribes eleven of Washington's tribes are landless and lack federal recognition. Thus, Washington State has a Native population and a diversity of Indian nations and cultures that allows Native Studies programs excellent opportunities for research and for community involvement.

Washington State is also recognized as a center of American Indian legal activism and leadership. Over forty percent of successful Native legal challenges have emanated from Washington and the State has provided several leaders of American Indian organizations, such as the Congress of American Indians as well as Presidential Advisors and heads of

federal agencies. These leaders include Ron Allen of the Jamestown Klallams, Joe De la Cruz of the Quinaults, and Mel Tonasket and Lucy Covington of the Colville Tribes. Washington State legal cases have helped to define Indian rights under U.S. law, their relationship to other Americans, and their control of valuable resources. For example, U.S. District Court Judge Bolt's famous 1974 interpretation of treaty-reserved right to take fish, later upheld in the Supreme Court, confirmed the continuing force of nineteenth century U.S. treaty promises to natives throughout the U.S. Activism that led to these decisions, such as "fish-ins" served as the model for similar actions in other States. Sociologist Joane Nagel suggests, "In addition to forcing an eventual legal victory for Native American fishing rights in the Northwest, the fish-in movement provided the training ground for future Red Power activists." (*American Indian Ethnic Renewal*, p. 162.) Other court decisions from Washington State have resolved such issues as tribes' and States' powers to tax on-reservation sales to non-Indians (*Washington v. Confederated Tribes of the Colville Reservation*), tribes' power to prosecute non-Indians for crimes committed on-reservation (*Oliphant v. Suquamish Tribe*), the U.S. government's liability for mismanagement of Indian trust resources (*United States v. Mitchell*), tribes' and local governments' power to regulate the use of lands inside reservations (*Brandale v. Yakama Tribe*, *Cardin v. Dela Cruz*, *Snohomish County v. Seattle Disposal Company*), the ownership and extent of water rights linked to States (*Colville Confederated Tribes v. Walton*), and Congress's power to delegate government functions to tribes (*Washington Department of Ecology v. U.S. Environmental Protection Agency*). This rich history offers many chances to study issues of Native law, nation building and maintenance, and sovereignty issues. In many cases, many of the original participants in the legal challenges can participate within classes that are studying the cases.

The University of Washington ranks among the top twenty-five American-Indian serving universities in terms of number of undergraduate and graduate students and has in some years led the nation for graduation of American Indian engineers and medical doctorates. Thus, the University of Washington campus itself is a center of Native population and has often been a nexus of American Indian academic achievement.

To summarize, given Washington States demography and history, and in order to serve the educational needs of the State's diverse population, an American Indian Studies major is well justified.

Furthermore, as President Emmert has stated, a goal of the University must be to expose students to multicultural perspectives and interactions. A fully developed American Indian Studies major will allow student to join in the process of preserving, advancing, and disseminating the knowledge of, and about, Native peoples. President Emmert also asserts that student learning is enhanced in locus of multicultural perspective. In effect, some of the most startling learning advancements happen through cultural cross-fertilization. Alport's work in the area of "conflict theory," and recent research in the field of "subordinate experiences" study these phenomena. AIS classes routinely enjoy more diverse student populations than do the typical UW class, and due to this diversity offer enhanced opportunities for learning and intellectual growth.

Beyond these issues there are other factors that justify an American Indian Studies major. Six years ago, there were serious doubts about whether the University could sustain its American Indian Studies minor. Due to faculty accepting other positions, the AIS Center consisted of only three full-time faculty members. Instead of allowing the Center to cease operation, Dean John Simpson, and after him, Dean David Hodge authorized searches and hires that built AIS to eight full-time faculty members. Commencing two years ago, when this expanded faculty were all in place, AIS began a series of retreats and meetings to plan an American Indian Studies major at the University. Within these retreats the AIS faculty examined various national and international models for Indigenous Studies programs and majors and developed its own program of study. At the close of the 2002/2003 academic year, AIS presented a formal request to Dean David Hodge for a change in its unit status (attachment 1). AIS requested that it be granted Program status. The rationale for this request was based on the increased teaching and research capacity of AIS. Within this request, AIS also informed the Dean of its intent to develop an AIS major, and to move to Department status. AIS was granted Program status effective October 1, during the 2003/2004 academic year (attachment 2).

The development of the University of Washington American Indian Studies major is based on the expanded teaching and research capability of American Indian Studies and takes into account the research interests and teaching strengths of the current AIS faculty as well as designing flexibility that will allow for changes of focus in the future.

The American Indian Studies major will also respond to the desire of University of Washington students for an American Indian Studies major. On 11/03/2003 the Associated Students of the University of Washington passed a resolution calling for the formation of an American Indian Studies major. (A copy of this resolution is included with this proposal.) It is difficult to access how many University of Washington students will select an American Indian Studies major, but we do have some estimates. Currently approximately forty American Ethnic Studies majors are completing their study with an emphasis in American Indian Studies. There are also approximately five students per year who complete a General Studies major with an emphasis and senior studies final project on American Indian Studies. In addition, we expect that as we continue to develop the undergraduate component of the Native Voices Documentary Film Program we will draw an additional ten students per year. Finally, there are students who complete the American Indian Studies minor, but who tell us they would pursue an American Indian Studies major if one were available. There are approximately ten students in this category. This gives us a final rough estimate of sixty-five students as likely American Indian Studies majors. In response to student interest in an American Indian Studies major and on the basis of other rationale presented in this proposal the AIS faculty propose the following major.

The American Indian Studies Major:

The major in American Indian Studies offers students a wide range of opportunities to learn about the histories, cultures, arts, and contemporary lives of North America's diverse indigenous peoples. The AIS curriculum is multi-disciplinary; it encompasses knowledge, theory, and methods characteristic of several fields in the social sciences and humanities, including history, anthropology, political science, sociology, law, art, and communications. Courses emphasize American Indian perspectives on ways of life and experiences. The major provides a student with the benefits of a liberal arts education. The major promotes understanding of human differences and similarities, develops critical thinking skills, and fosters other abilities needed for good scholarship and success beyond academia. Within the major, students will be engaged in research that contributes to the understanding, strengthening, and support of Indigenous communities. The major provides for research from a decolonized, community-based, and global perspective. Students are encouraged to study and develop innovative theories and methodologies about Indigenous Peoples, appropriate for Indigenous communities. The major also promotes collaborative faculty and student exchange programs with institutions that are committed to a deeper understanding of Indigenous communities and Peoples throughout the world.

Basic Requirements:

For a major in American Indian Studies a student must earn 55 credits in approved classes, 25 of them at the University of Washington in courses numbered 300 and higher. A UW student with a grade point average of 2.0 or higher and at least ten credits of college Indian studies classes may declare an AIS major at any time. Preferably a student should declare the major no later than the first quarter of the junior year.

Required Classes:

Total credits must include two of the following classes, or *in lieu* courses approved by the AIS chair: AIS 102, AIS 201, AIS 202, and AIS 203.

Senior Project:

A student must complete a five-credit, 400-level individual research project under the direction of an AIS faculty member.

Miscellaneous:

The following courses in other departments may be applied toward an AIS major: ANTH 310, ANTH 331, ARTHIST 206, LING 411.

Substantive Statement of Demand and Need for a BA in American Indian Studies

Within the University of Washington's statement on its role and mission one finds this statement, "The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge." Further within the statement one reads, "As an integral part of a large and diverse community, the University seeks broad representation." These themes are amplified in President Emmert's website message titled, "Making Strides on Diversity." President Emmert asserts, "An education experience that fails to expose students—majority and minority—to multicultural perspectives or that does not include interaction in a diverse community simply cannot measure up." He goes on to say, "In addition to issues of academic quality, we must pursue diversity because it is one of the most basic components of the University's historical mission. Land-grant universities were founded on what at that time was a very radical notion, that higher education should be made available to a much more diverse segment of society than just the children of the elite. To carry out this mission, we have a moral and legal obligation to serve and support all our citizens." Through such statements, the University of Washington makes its regard for and commitment to diversity absolutely clear.

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Cruz of the Quinalts, and Mel Tonasket and Lucy Covington of the Colville Tribes. Washington State legal cases have helped to define Indian rights under U.S. law, their relationship to other Americans, and their control of valuable resources. For example, U.S. District Court Judge Bolt's famous 1974 interpretation of treaty-reserved right to take fish, later upheld in the Supreme Court, confirmed the continuing force of nineteenth century U.S. treaty promises to natives throughout the U.S. Activism that led to these decisions, such as "fish-ins" served as the model for similar actions in other States. Sociologist Joane Nagel suggests, "In addition to forcing an eventual legal victory for Native American fishing rights in the Northwest, the fish-in movement provided the training ground for future Red Power activists." (*American Indian Ethnic Renewal*, p. 162.) Other court decisions from Washington State have resolved such issues as tribes' and States' powers to tax on-reservation sales to non-Indians (*Washington v. Confederated Tribes of the Colville Reservation*), tribes' power to prosecute non-Indians for crimes committed on-reservation (*Oliphant v. Suquamish Tribe*), the U.S. government's liability for mismanagement of Indian trust resources (*United States v. Mitchell*), tribes' and local governments' power to regulate the use of lands inside reservations (*Brandale v. Yakama Tribe*, *Cardin v. Dela Cruz*, *Snohomish County v. Seattle Disposal Company*), the ownership and extent of water rights linked to States (*Colville Confederated Tribes v. Walton*), and Congress's power to delegate government functions to tribes (*Washington Department of Ecology v. U.S. Environmental Protection Agency*). This rich history offers many chances to study issues of Native law, nation building and maintenance, and sovereignty issues. In many cases, many of the original participants in the legal challenges can participate within classes that are studying the cases.

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The development of the University of Washington American Indian Studies major takes into account both the research interests and teaching strengths of the current AIS faculty as well as designing flexibility that will allow for changes of focus in the future.



attachment 2

UNIVERSITY OF WASHINGTON

OFFICE OF THE PROVOST

October 14, 2003

David C. Hodge
Dean
College of Arts and Sciences
Box 353765

Dear David:

Thank you for your letter of October 1, 2003, informing me of the designation of American Indian Studies as an interdisciplinary program within the College of Arts and Sciences, effective October 1, 2003. Consistent with Faculty Code, *Section 23-23B*, the program in American Indian Studies will be considered the equivalent of the Department for faculty appointment and promotion matters.

Please convey to our colleagues in American Indian Studies our congratulations on their designation as a departmental-level program in the College of Arts and Sciences.

Sincerely,

A handwritten signature in cursive script that reads "David".

David B. Thorud
Acting Provost

cc: Vice Provost Steven G. Olswang
Vice Provost Harlan F. Patterson
Divisional Dean Susan E. Jeffords
✓ Acting Associate Professor Tom G. Colonnese
Ms. Rhonda Lahey

Associated Students of the University of Washington Student Senate

Session 10

A Resolution in Support of Creating an American Indian Studies Major

Legislation ID:
R-10-7

WHEREAS, the University of Washington has a record of being a national leader in the field of diversity education, and

Date Submitted:
11/3/2003

WHEREAS, the American Indian Studies Center was created to offer courses regarding American Indian issues and topics of academic interest, further research for the American Indian community, and provide a means to recruit and retain American Indian faculty and students, and

Sponsor:
Elese Washines

WHEREAS, since its inception the American Indian Studies Program has been a special resource to serve and support American Indian students, and

Cosponsor(s):
Ryan Mattson, Chair of Academic Affairs
Lynnell Rodriguez, First Nations @ UW
Tyson Parr, AISC

WHEREAS, American Indian Studies has recently become a program, and

WHEREAS, American Indian knowledge deserves to be honored in a manner parallel to other forms of study.

BE IT RESOLVED BY THE ASSOCIATED STUDENTS OF THE UNIVERSITY OF WASHINGTON:

THAT, the ASUW supports the creation of an American Indian Studies major, and

THAT, the ASUW supports the creation of this major by 2005.

History of Legislation

11/3/2003: Legislation submitted for consideration
11/17/2003: Referred to the Academic Affairs Committee
12/2/2003: Reported to the Senate by the Academic Affairs Committee
12/9/2003: Passed by the Senate
1/8/2003: Approved by the BOD

PROPOSED A.I.S. COURSE CATALOG

- 102 *Introduction to American Indian Studies* (5) *see pins old title*
Sampler of disciplinary approaches to Indian studies: anthropology, history, political science and law, literature, visual arts, philosophy, etc. Offered annually. **Colonnese**, with guest appearances by AIS faculty and others.
- 110 *Musical Traditions of Native North America* (3)
Utilizes historical and contemporary sources to survey the music and music-related traditions of Native North America. Examines traditional music and context from the Northwest Coast, Arctic, Southwest, Great Basin, Plains, Plateau, California, and Eastern Woodlands music-style areas, as well as contemporary neo-traditional and popular genres of American Indian music.
- 113-15 *American Indian Language* (5 per quarter)
Conversation, reading, and writing in a selected indigenous language. **Witherspoon** for Navajo in 2005-06.
- 151 *AIS 151 Indian Art of Northwest Coast* (3)
Studio course on Pacific Northwest coast Indian/Eskimo art. Traditional and contemporary forms; principles of form, style, and techniques; values that influence Indian/Eskimo art styles.
- 170 *Survey of North American Indian Art* (5)
Major American Indian art traditions of North America. Precontact and early-contact-era traditions and the evolution of Indian art forms in contemporary times. Design and techniques in Indian art.
- 201 *Introduction to American Indian Histories* (5)
Introduction to indigenous and other ways of knowing and telling Indian-centered history. Survey and sampling of Indian histories from ancient to contemporary times. Alternate years. **Harmon, Wright**.
- 202 *Introduction to Contemporary Experience in Indian America* (5)
Survey of contemporary Native American people, cultures, and issues. Focus on modern experiences through readings from Native American autobiographies, contemporary narratives and literature, and reports of important topical issues, e.g., water rights, Indian gaming, treaty law. **Pinkham**
- 203 *Introduction: Philosophical and Aesthetic Universes* (5)
Examination of ways that several American Indian societies have understood and represented reality and expressed their aesthetic traditions in a variety of media. **Witherspoon or contingent faculty**.

~~Removed~~

~~Replace course
list from your
meeting of time.~~

- 230 *Contemporary Indian Gaming and Casinos (5)*
An overview of the contemporary \$18.5 B Indian Tribal gaming industry (with a focus on the Pacific Northwest), which is heavily regulated, is an economic engine for non-Indian communities, and funds economic, social and cultural revitalization of Indian reservations, yet often generates intense political discussions. **Wright.**
- 240 *Native North American Women (5)*
Survey of women's historical and contemporary roles in indigenous North American societies. Attention to the women's changing relationships with men and with non-Natives. **Cote, Wright, Million.**
- 253 *Wood Design (5)*
Studio course in wood sculpture utilizing Pacific Northwest Indian hand tools. Properties of woods and their uses. **Oliver.**
- 270 *Native Peoples of the Pacific Northwest (5)*
Indigenous societies of the Pacific Northwest's western slope, from southeast Alaska to California, including social structures and relations, subsistence strategies, belief systems, and changes over time, both before and after non-Natives' arrival. Offered annually. **Cote, Million.**
- 271 *Native Peoples of the Intermountain West (5)*
Indigenous societies of the Columbia and Fraser River Plateau and Great Basin, including social structures and relations, subsistence strategies, belief systems, and changes over time, both before and after non-Natives' arrival. **Wright.**
- 272 *Native Peoples of the Southeast (5)*
Indigenous societies of North America's southeastern sector, including social structures and relations, subsistence strategies, belief systems, and changes over time, both before and after non-Natives' arrival. **Wright.**
- 312 *North American Indians: The Intermountain West (5)*
Traditional cultures of Columbia and Fraser Plateau region and Great Basin: Interior Salish, Sahaptin and Nez Perce, Paiute, and their neighbors. Regional features of language, ecology, social life, myth, religion. Contemporary issues of reservation life, government, ethnic conflict in historical perspective.
- 313 *American Indian Language – Salish (5)*
Conversation, reading and writing in Salish. Oral literature and other aspects of Salish cultures integrated into language study.
- 314 *American Indian Language – Salish (5)*
Conversation, reading and writing in Salish. Oral literature and other aspects of Salish cultures integrated into language study.

- 315 *American Indian Language – Salish (5)*
 Conversation, reading and writing in Salish. Oral literature and other aspects of Salish cultures integrated into language study
- 317 *Native Peoples of the Southwest (5)*
 Ethnography and history of Apachean, Pueblo, and Piman/Yuman peoples. Introduction to social organization, religions, worldviews, and expressive cultures of Navajo, Hopi, Zuni, Tewa, and Papago. **Witherspoon.**
- 330 *United States – Indian Relations (5)*
 History of relations between American Indians and non-Indians in the U.S. with emphasis on national laws and policies. Examines origins and impacts of Indians' and non-Indians strategies for dealing with each other, historical reasons for Indian's contemporary conditions and status. **Harmon, Wright**
- 331 *American Indian History to 1840 (5)*
 History of indigenous peoples and their descendants in the area that now constitutes the United States, from the eve of European discovery and the Americas to 1840. Emphasis on relations between indigenous peoples and immigrants. **Harmon, Wright.**
- 332 *American Indian History Since 1840 (5)*
 History of American Indians in the United States from 1840 to the present. Emphasis on relations between Indians and non-Indians, government policies, Indian strategies of survival. **Harmon, Wright.**
- 335 *American Indians and the Law (5)*
 History of laws governing American Indians -- aboriginal, U.S., and current tribal laws. Analysis of contemporary legal issues involving Indians and affecting their individual and group status, right to self-government, landownership, control of natural resources, religious practices, punishment for crimes, and family life. Offered annually. **Harmon, Cote.**
- 340 *Indian Children and Families (5)*
 Survey of Indian family structures, child rearing practices, and related social issues, including changes and continuities since European colonization. **Million.**
- 341 *Native Women in the Americas (5)*
 Historiography, sociology, biography, autobiography, and fiction about native women in the United States and Canada. Offered: jointly with WOMEN 341.
- 350 *Two-Dimensional Art of Northwest Coast Indians* (~~3~~ per quarter, maximum 9) (5)
 Studio course in which students learn and apply principles of structure and style of two-dimensional art found on many old Northwest Coast Indian creations, including boxes, chests, house panels, and screens. Twice a year. **Oliver.**

- 360 *American Indians in Cinema* (5)
 Depictions of Indians in feature-length works by filmmakers based in Hollywood.
Colonnese.
- 370 *Researching Indians' History* (5) [Possibility of renumbering at 400 level?]
 Introduction to methods of locating and interpreting sources of information about
 American Indians' history. Conjoint with HSTAA 315. **Harmon.**
- 376 *First Nations Literature* (5)
 Examines history and key issues concerning novels by American Indians and
 Canadian Natives. Acquaints students with primary writers. **Colonnese.**
- 377 *Contemporary American Indian Literature* (5)
 Creative writings-novels, short stories, poems-of contemporary Indian authors;
 the traditions out of which these works evolved. Differences between Indian
 writers and writers of the dominant European/American mainstream. Offered:
 jointly with ENGL 359. **Million, Colonnese.**
- 378 *Contemporary American Indian Literature: A Northwest Focus* (5)
 Literature & poetry of the Pacific Northwest (Coast and Plateau) Native peoples.
 Contemporary literature and discussion of social and cultural issues raised by
 American Indian writers and writing No prerequisite.. **Million.**
- 379 *American Indian Powwows* (5)
 Survey of powwow history, music, dance, and conventions. Students sponsor and
 manage an intertribal powwow. **Colonnese and contingent faculty.**
- 425 *Indians in Western Washington History* (5)
 History of relations between Indians and non-Indians in greater Puget Sound
 region, from 1790s to present, with emphasis on processes shaping Indian and
 tribal identities. Conjoint with HSTAA 417. **Harmon.**
- 431 *History of American Indian Education* (5)
 Indigenous and colonial methods of educating children, government roles in
 Indians' education, and contemporary Indian education issues. Special attention
 to Indian conceptions of learning, boarding schools, and bilingual/bicultural
 curricula. **Cote.**

- 435 ***Spiritual Encounters: Native Spirituality in the Contact Era*** (5)
History and analysis of innovations, continuities, and adaptations in Native American religious beliefs and practices since their exposure to the religions of missionaries and colonists. **Wright.**
- 440 ***Reading Native American Women's Lives*** (5)
Seminar focusing on social science literature, biographies, autobiographies, and fiction by and about indigenous women of the U.S. and Canada. Prerequisites. Conjoint with WOMEN 440. **Ross.**
- 441 ***Gender in Native American Societies*** (5)
Examination of gender identities, roles, and relations in Native American societies of the U.S. and Canada, focusing particularly on historical change since European colonization. **Cote.**
- 442 ***Images of Natives in the Cinema and Popular Culture*** (5)
The course explores media production by and about Native people in feature and documentary films/videos, and other visual mediums. The course will evaluate how and why images are created and recreated and the impact of stereotypic representations. Critical attention will be given to the intersection of systems of oppression (race/ethnicity, gender, and class) within the context of colonialism and image production. Offered jointly with WOMEN 442. **Hart, Ross.**
- 443 ***Indigenous Film*** (5)
Explores use of film, television, radio, print journalism and digital media by indigenous people around the world. Includes analysis of relationship between sovereignty movements and media use. **Hart.**
- 444 ***Criminality and "Deviance" in Native Communities*** (5)
Seminar based on social science literature and biographies by and about incarcerated Indians and other "deviants" in Native communities of the U.S. and Canada. Prerequisites. Conjoint with WOMEN 544. **Ross.**
- 445 ***American Indian Economic History*** (5)
Examines economic practices and beliefs of indigenous North Americans, changes since European colonization, and contemporary issues arising from legacies of history. **Harmon, Wright.**
- 451 ***Critical Conversations in American Indian Studies*** (5)
Seminar based on critical interdisciplinary readings in literature and social sciences, with emphasis on intersection of race, class, and gender issues in contemporary Indian country and American Indian studies. Prerequisite. **Million.**

- 461 ***First Nations Government and Politics in Canada*** (5)
Examines development of First Nations governments in Canada, Canadian laws and policies regarding First Nation status and governance, Native responsive strategies, and contemporary developments, including treaties. Conjoint with Canadian Studies. **Cote.**
- 465 ***First Nations Filmmaking in Canada*** (5)
Film and video production by Natives in Canada, considered in the context of images and messages disseminated by non-Native mass media, with attention to Native efforts to address issues of concern in their communities. Conjoint with Canadian Studies. **Cote.**
- 466 ***Documentary Film Production*** (5)
Explore documentary theory, methods, and aesthetics, while producing a 5 to 10 minute short film. From humanities, social science, and Indigenous studies perspectives, students critique the documentary, looking at methodology, perspective, and ethics. Students are trained on professional equipment, while exploring pre-production, production and post-production documentary techniques. **Hart.**
- 475 ***Special Topics***
One-time or occasional courses offered by contingent faculty or by regular faculty, in some instances as a trial-run of a potentially permanent course.
- 498 ***Senior Project for AIS Majors*** (5)
Intensive research and presentation on a selected issue. For students majoring in AIS or other advanced students by permission. **All AIS faculty.**
- 499 ***Independent Study*** (1-5)
Readings and/or research under faculty supervision. **All faculty.**
- 501 ***Native Voices Seminar: Documentary Research Methods in American Indian Communities***
Seminar exploring theoretical, methodological, and aesthetic issues when researching documentary film and video projects in Native American communities. Utilizes readings, screenings, discussions, and a major research project to explore issues of documentary representation, ethics, and historiography. First part of a two-quarter documentary production sequence. Undergraduates eligible to enroll for 5 units with permission of instructor. **Hart.**

- 503 *Native Voices Seminar: Documentary Theory, Form, and Practice*
Explores documentary theory and practice, utilizing readings and documentary filmmaking exercises. Students create short documentary sequences while investigating traditional and more experimental ideas about the non-fiction form; theories of representation, subject ethics, documentary authenticity, the intersection of fiction and non-fiction forms, documentary and performance, documentary and historiography. Undergraduates eligible to enroll for 5 units with permission of instructor. **Hart.**
- 590 *Special Topics*
Offered by visitors or resident faculty as a one-time, in-depth study of special interest.

April 6, 2006

AREA	GOALS FOR LEARNING	KEY CURRICULAR SITES	ASSESSMENT
<p>Content Knowledge</p>	<p>AIS majors will learn about competing bodies of knowledge and their basic elements.</p> <ul style="list-style-type: none"> • AIS majors will increasing the student's capacity for gaining transferable knowledge and analyzing the world from a variety of perspectives with a variety of intellectual tools. • Each course entails understanding diverse cultures and philosophies. Students learn about the rich range of Native cultures and the great range of philosophies and foundations of knowledge that have shaped those cultures. • Students learn about interactions between societies and their environments. • They take courses that help them understand and appreciate the arts of those cultures. In some of the classes students are engaged in producing their own works of art. 	<p>All courses. For example: AIS 203 Introduction: Philosophical and Aesthetic Examination of ways that several American Indian societies have understood and represented reality and expressed their aesthetic traditions in a variety of media.</p> <p>AIS 253 Wood Design Studio course in wood sculpture utilizing Pacific Northwest Indian hand tools.</p> <p>AIS 350 Two-Dimensional Art of Northwest Coast Indians Studio course in which students learn and apply principles of structure and style in two-dimensional art found in Northwest Coast Indian creations including chests and house panels.</p> <p>AIS 377 American Indian Literature of the Pacific Northwest Creative writings of contemporary Indian writers with special attention to the traditions out of which these works have evolved.</p> <p>AIS 378 American Indian Powwows Survey of powwow history, music, and dance. Class partners with the University of Washington First Nations student group to organize and manage a large intertribal powwow.</p> <p>AIS 466 Documentary Film Production Explores documentary theory, methods, and aesthetics while producing a five- or ten-minute film. Students are training on professional equipment about pre-production, production, and post-production techniques. Students complete an individual theme on a topic related to American Indian Studies.</p>	<p>Classroom-based assessment, including:</p> <ul style="list-style-type: none"> • exams • student essays • wood carvings • two-dimensional artworks • film documentaries • ability to produce or contribute to an end product <p>Capstone-based assessment: AIS 498</p>

AREA	GOALS FOR LEARNING	KEY CURRICULAR SITES	ASSESSMENT
Analytical Skills	<p>AIS majors will learn:</p> <ul style="list-style-type: none"> to analyze and evaluate competing bodies of knowledge, study the bases for each of them, and synthesize arguments to use information to develop their own theories and arguments and create original research on topics related to American Indian Studies. <p>American Indian Studies classes build a student's capacity:</p> <ul style="list-style-type: none"> to understand the basic principles of several fields of knowledge, to think clearly and to arrive at reasoned conclusions about significant issues to locate information and analyze it critically 	<p>AIS 102 Introduction to American Indian Studies</p> <p>Students are taught about theories on the peopling of the Americas, about pre-Columbian Native cultures, about Native demographics before and after European contact, about Native sovereignty. Students are taught to differentiate between Native and non-Native sources of information.</p> <p>AIS 270 Native Peoples of the Pacific Northwest</p> <p>Students learn about indigenous societies of the Pacific Northwest's western slope from southwest Alaska to California, including social structures, subsistence strategies, and belief systems. Students learn that Northwest Native cultures have had and continue to have special knowledge about maintaining sustainable ecologies, including extensive understandings of phenomena as complex as weather cycles, earthquakes, and vast fisheries. Students learn about indigenous methods of defining and solving problems.</p> <p>AIS 461 First Nations Government and Politics in Canada</p> <p>Students study the development of First Nations' governments in Canada and compare those developments to structures within the United States and elsewhere.</p> <p>AIS 501 Native Voices Seminar: Documentary Theory, Form and Practice</p> <p>Through documentary filmmaking exercises, students investigate traditional and more experimental non-fiction forms and theories of representation.</p>	<p>Classroom-based assessment, including:</p> <ul style="list-style-type: none"> exams student essays wood carvings two-dimensional artworks film documentaries ability to produce or contribute to an end product <p>Capstone-based assessment:</p> <p>AIS 498</p>

AREA	GOALS FOR LEARNING	KEY CURRICULAR SITES	ASSESSMENT
Communication Skills	<p>American Indian Studies classes advance the students' capacity to express themselves in different contexts by promoting the exchange of ideas. Students majoring in AIS will learn:</p> <ul style="list-style-type: none"> • to write effectively • to speak effectively in discussions, debates, and group oral presentations • to use research in service of written arguments <p>In addition, American Indian Studies also offers opportunities to develop language skills in two Native languages, Navajo and Salish.</p>	<p>AIS 240 Native North American Women Survey of women's historical and contemporary role in indigenous North American societies.</p> <p>AIS 313-315 American Indian Language—Salish Conversation, reading and writing in Salish. Oral literature and other aspects of Salish cultures are integrated into language study.</p> <p>AIS 335 American Indians and the Law History of laws governing American Indians. Analysis of contemporary legal issues affecting Indian individual and group status, right to self-government, and control of natural resources.</p> <p>AIS 498 Senior Project Intensive research and presentation on a selected issue of American Indian Studies.</p>	<p>Classroom-based assessment, including:</p> <ul style="list-style-type: none"> • student essays • debates and oral presentations • language translations • senior art project <p>Capstone-based assessment: AIS 498</p>

attachment 1

TO: David Hodge, Dean, Arts and Sciences

FROM: Tom Colonnese, Director, American Indian Studies Center

DATE: 7/21/03

RE: Program Status for American Indian Studies

Cc: Susan Jeffords, Divisional Dean
Mary Pullen
Marcia Feinstein

As you are aware, the American Indian Studies Center wishes to expand its role at the University of Washington. We would like to offer a major in American Indian Studies, and we would like to become a freestanding academic department. The first step in moving to attain that status is for American Indian Studies to become a Program. American Indian Studies moved in the direction of becoming an independent program in 1997 when its relationship with the Anthropology Department was revised and AIS was granted primary responsibility for governance issues, faculty appointment, reappointment, and tenure decisions. (Please see attached materials.)

Since 1997, AIS has grown as a unit, due to support from the Dean of Arts and Science and from the Provost. In 1997 AIS had just three full-time faculty positions; currently, AIS has eight full-time positions. The hiring of Dan Hart, Charlotte Cote, Dian Million, Mary Wright, and my own recruitment from the Office of Minority Affairs, has greatly added to the capacity of the unit. Combining new faculty with such strong professors as Gary Witherspoon, Marvin Oliver, and Sasha Harmon has resulted in a unit that has gained national attention. The expanded faculty has also allowed for a great increase in class offerings and disciplinary scope of those offerings. In addition to its undergraduate minor, AIS has also developed a joint graduate degree in Indigenous Film Study, in partnership with the Department of Communication. This graduate program, Native Voices, has gained international attention and the first graduate of the program—Rosemary Gibbons—has brought recognition to the program by winning the Best Documentary of the Year Award at the 2002 American Indian Film Festival. Native

Voices continues to grow stronger with support from Arts and Sciences, the Graduate School, and from the Office of Minority Affairs who have jointly supported Native Voices activities and programming, and who understand the potential of Native Voices as a vital recruiting and retention asset.

As Native Voices has developed as a program, we have been able to develop an income-generating budget, linked to video sales. All of the proceeds from these sales go directly back into Native Voices programming. We have also been able to begin some grant activity in connection with Native Voices. Both Anthropology and AIS would like to simplify their budget tracking by having AIS become a Program that is completely independent of Anthropology.

Moreover, as AIS continues to develop its plans for an undergraduate major, becoming a Program will be a necessary step.

Since I have been the Director of AIS we have completed two budget cycles, and in both instances we have displayed fiscal responsibility. Administratively we are well prepared to move to Program status, due in no small way to the excellent administrative talents of Marcia Feinstein.

As an academic unit we are filled with energy and our teaching excellence and expanding capacity for research and service evidences that energy. The University of Washington, and the College of Arts and Sciences in particular, has a great deal to be proud of in its development of AIS. We can expect many more good things to come from this commitment.

Comment by bobholz made 1/8/2007 9:17:35 AM

I didn't see much about natural science. Anthropology is useful to understand the history, but I think this program will sell short our native American citizens if the natural science of Native Americans is not purposefully studied. Our historical Native Americans were natural experimentalists, with long histories of figuring out what strategies worked best for all manner of life's activities. I think there should be some courses in the science of the medicine men and other tribal elders. People may not think of it as science, but as I understand remedies and other wisdom passed down from elders, much of the understanding is based on verifiable scientific evidence. Since your majors need to have a working knowledge about scientific methodology in order to be good citizens in the world today, it would make sense to design some courses around the science behind Native Americans wisdom.

Comment by David S. Goldstein made 1/8/2007 9:18:28 AM

It's about time the UW offered a major in AIS, and this proposal justifies it well.

I would suggest adding literature to the list of disciplines pertinent to the major, assuming that it will be a component of the major, as I think it should be.

I do wonder about the relationship (if any) between AIS and American Ethnic Studies-- probably a touchy subject but perhaps one that ought to be addressed explicitly in the proposal.

Good luck.

Comment by Jennifer Stone made 1/8/2007 9:19:12 AM

This is an exciting program and I look forward to seeing it implemented. I noticed that very little mention is made of issues of education in Native American studies. It seems that with the current TNE agenda, this might be a productive additional focus for the program and the University.

Comment by Ellen Kaisse made 1/8/2007 12:09:39 PM

It's great that you are listing Ling 411 as a possible approved course but please notice that it has a significant prerequisites -- Ling 450 and Ling 461 or 481 -- all of which themselves have a prereq of an intro linguistics course such as Ling 200 or 400

Also, I don't know how often Prof Hargus is able to offer this course -- has someone checked with her?

LING 411 Native Languages and Language Families of Washington State (3) VLPA
Hargus

Survey of linguistic structures of Washington native languages. Language families consist of Salish, Wakashan, Chemakuan, Athabaskan, Chinookan, Sahaptian, Cayuse. Structure and origin of Chinook jargon. Prerequisite: LING 450; either LING 461 or LING

481.

I will re-read but at the moment I also don't count up 55 credits from all of the possible and required courses listed.

Comment by Joachim Voss made 1/8/2007 2:11:19 PM

What an exciting opportunity. I think it is a great field of study for students to learn about the Native American culture and history. I am missing courses to document their healing practices and self-care activities to promote health and treat diseases. Many of these remedies and practices need to be documented and preserved for future generations to come. Health and healing practices are a vital part of the sociocultural context of present and past times.

Comment by Mary Anne Mercer made 1/8/2007 3:58:47 PM

I agree with the current comments as to the very exciting nature of this new curriculum offering. It has been a missed opportunity in this institution for some time now. My hope is that the course of study will emphasize not only Indian cultures and the current legal and social situation of the Indian nations people but also a full analysis of the historical forces -- political, social, and economic -- that brought about the many challenges they face today. I also hope that the new Global Health Department will have an opportunity to somehow be involved in the program.

Comment by Kate Noble made 1/8/2007 5:19:26 PM

I think this is a wonderful proposal and long, long overdue. I would love to see a course offered about the spiritual beliefs and practices of Native American peoples, possibly conjoint with Comparative Religion, and I would be happy to help with this.

Comment by kw5 made 1/9/2007 9:58:45 PM

I commend the AIS faculty in creating this important major! I'd like to see UW AIS major stand out as an exceptional major compared to other AIS programs. It would be great to consider including the behavioral sciences and health sciences more explicitly given the major health issues facing indigenous peoples, including environmental health. The Schools of Public Health, Medicine, Nursing, Social Work among others would be great opportunities to introduce bachelor-level students to potential graduate student opportunities as well. I think this is long overdue. I'd be happy to help with this.

Comment by Sue-Ellen Jacobs made 1/10/2007 3:16:37 PM

At last! The interest in a BA in American Indian Studies will prove to be multi-ethnic, as students from all walks of life (and majors) will want to take the courses in order to

increase their understanding of the Indigenous peoples of the Northwest and throughout North America. My bet is that many students will be double majors (as was the case when Women Studies had only a B.A. degree), understanding that their future as nurses, social workers, teachers, writers --- any other degree they are pursuing -- can only be more successful through the matters they will learn about in AIS courses. I agree that at least one (but probably better, two) courses in Native American Literature would be important to add (I am teaching a two semester series with a Pueblo scholar); also I agree that Native American science courses (e.g., Greg Cajete at UNM, and others) would be helpful for students who seek this major, as would courses in law, Native American government, Social Policy and Practice, the projects mentioned by kw5 and more. The problem, though, in trying to cover all aspects of Native American research and scholarship is that there may not be Indigenous scholars/scientists available to teach all the courses one might think of. So, if this proposal represents a practical recommendation for instituting (AT LAST) a B.A. in American Indian Studies, then let them begin! Later, they can add more courses and faculty.... using our "well known FTE allotment" system.

Comment by Laura Evans made 1/11/2007 11:36:17 AM

I'm thrilled to see an AIS major emerging; it's a great opportunity for students. I'd like to see more social science courses as part of the curriculum, but that's no fault of the program's designers: unfortunately, there's a shortage of social science courses on American Indians. I hope the new major can help facilitate more dialogue about course offerings that address the American Indian experience.

Comment by Thomas M. Hinckley made 1/12/2007 11:11:35 AM

I am strongly supportive of this proposal -- similar to one of the other reviewers, it would be nice to have some aspects of natural sciences involved since much of Native American Culture has a biological legacy and important biophysical linkages to their environment.

Comment by Norma Wells made 1/16/2007 4:59:04 PM

I am pleased to see emergence of this AIS BA curriculum, but I believe it is limited unless more sciences is added. If it is not possible, perhaps and concurrent BS in AIS could be developed. We clearly need future practitioners in health to better address the health and education disparities in this country and world. NWells, DPHS

Comment by laura newell made 1/19/2007 12:22:01 PM

I see nothing in the major that would introduce students to the deep chronological history of the American Indian, including the reconstruction of the past and the contributions of the archaeological record. Again, as suggested by other commentators, this emphasis might be considered "scientific", a component that is weak in the current proposal.

American Indian Studies' Response to Tri-Campus Review Comments

The American Indian Studies faculty met yesterday to review the tri-campus review comments for the proposed American Indian Studies major. I would like to report our responses.

To begin, we greatly appreciate the positive nature of all the comments and appreciate the supportive tone, i.e. "I think this is a wonderful proposal and long, long overdue." "At last." "I commend the AIS faculty for creating this important major." "What an exciting opportunity," etc. We are moved.

The balance of the comments, beyond expressing positive support, revolved around suggestions for additional course offering. To a degree it seemed some of those making suggestions had not closely followed our current course offerings. For example two comments were made that we should add literature, "at least two offerings" to our list of classes. We currently offer three literature classes: AIS 376 "First Nations Literature," (the indigenous literatures of Canada); AIS 377 "Contemporary American Indian Literature," (with an emphasis on the novel); and AIS 378 "Contemporary American Indian Literature: A Northwest Focus," (with an emphasis on poetry, short story, and drama).

Another comment was "I see nothing in the major that would introduce students to the deep chronological history of the American Indian." AIS 102 "Introduction to American Indian Studies" deals with issues of the "long and short chronology debate" and with theories about the "peopling of the Americas," including Native origin stories. AIS 201 is "An Introduction to American Indian Histories." All of our regional classes, AIS 311 "The Pacific Northwest," AIS 312 "The Intermountain West," AIS 316 "The Southeast," and AIS 317 "The Southwest," all deal with deep chronology. AIS 331 is "American Indian History to 1840," and AIS 332 is "American History from 1840 to the present." We are well covered in history.

A closer examination of our course offerings reveals that we also offer a class on American Indian education, and we offer several social science classes.

There are two areas for which course requests were made where we do not have course offerings. First, one commenter asked for a class in "medicine ways and spiritual practices." These are sacred topics that would not be appropriate to share. Second, several people noticed that we lacked science classes. That is an accurate observation. We currently do not have faculty that specialize in science field, but that is our highest priority as we add to our faculty.

We are proud that we currently have eight full-time faculty with 100% appointments in AIS, and that we are able to offer the wide range of classes we describe for the major.

Sincerely,
Tom Grayson Colonnese, Santee Sioux, AIS Director

Last Of 11 messages

Date: Thu, 8 Feb 2007 13:09:40 -0800 (PST)
 From: T. Colonnese <buffalo@u.washington.edu>
 To: uwcr@u.washington.edu
 Subject: Re: FCAS question on new BA

In the American Indian Studies major, we are involved with presenting a diversity of non-Western perspectives and paradigms. Our course content involves presenting Native perspectives and engaging students in research and discovery. Archeology and anthropology enter into many of our AIS classes. We prepare students to understand issues of controversy that have historically existed between American Indian Studies and anthropology, and how some of these tensions are currently being addressed by the entry of Native Anthropologists into the research, and by policies of repatriation. We include content that allows students to understand competing theories about the "Peopling of the Americas," and to understand current research methods. Within our "Introduction to American Indian Studies course, an archaeologist from the Burke Museum has helped with presentations.

On Mon, 5 Feb 2007, uwcr@u.washington.edu wrote:

> Tom,
 >
 > FCAS would like you to address more specifically how the archaeological record
 > is incorporated in the major?
 >
 > Please send me your response and I will get it to the committee.
 >
 > Jennifer
 >
 > ~~~~~
 > UW Curriculum Office, Box 355850 (206) 543-5938
 > <http://depts.washington.edu/uwcr/>
 >
 > New Course and Course Change forms are available on the Curriculum Office
 > web site. Download them to your IBM computer and you can fill them out in
 > Microsoft Word.
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RESOLUTION 07-13

WHEREAS, The University of Washington proposes to offer a Bachelor of Arts in American Indian Studies;

WHEREAS, The program would support the unique role and mission of the institution and the Strategic Master plan goals by providing students an opportunity to join in the process of preserving, advancing, and disseminating the knowledge of, and about, Native peoples;

WHEREAS, The program would support the university's diversity efforts attracting more diverse student populations than do the typical UW classes, and due to this diversity offer enhanced opportunities for learning and intellectual growth;

WHEREAS, The program would provide students a broad undergraduate experience that would prepare them for a wide range of careers in state and federal government, tribal careers, graduate study, and other professions that require an understanding of societies, art, and culture as well as critical reasoning, communication, and analytic skills;

WHEREAS, The program draws on an experienced and well-qualified faculty and has undergone an extensive development and review process that has received support from external experts;

WHEREAS, The program would be an important addition to a comprehensive research university in Washington, especially given the significant tribal presence in our state and it would also be offered at a reasonable cost; and

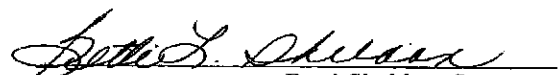
THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Bachelor of Arts in American Indian Studies at the University of Washington effective July 26, 2007.

Adopted:

July 26, 2007

Attest:


Bill Grinstein, Chair


Betti Sheldon, Secretary

