

Term Information

Effective Term Spring 2014

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2323
Course Title Introduction to American Indian Studies
Transcript Abbreviation Intr AmerIndian St
Course Description Explores the legal, cultural, historic, and political foundations, experiences, and perspectives and futures of American Indians in the U.S.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110 or equiv.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0202
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Quarters to Semesters

Quarters to Semesters

New course

Give a rationale statement explaining the purpose of the new course

Course is proposed as a requirement for the American Indian Stds minor and an elective for the ethnic and American Stds subplan of the Comparative Studies major. Third in a series of introductions to ethnic studies (with Asian Amer and Latino Stds).

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Social Diversity in the United States

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will
 - learn about American Indian history, society, and culture
- appreciate American Indian value and belief systems
- understand stereotyping and discriminatory practices regarding Indian populations

Content Topic List

- American Indian Studies
- Cultural Studies
- Ethnic Studies
- American Indian history
- American Indian culture
- Community
- Relationship to land
- U.S. Indian policy
- Cultural heritage
- Tribal sovereignty
- Indian languages
- Indian education
- Stereotyping

Attachments

- Comp Std 2323 Intro to Amer Indian St Syllabus (May 2013).doc: syllabus
(Syllabus. Owner: Lynd, Margaret Elizabeth)
- AIS Introduction GE rationale and assessment (May 2013).doc: GE rationale and assessment plan
(GEC Course Assessment Plan. Owner: Lynd, Margaret Elizabeth)
- AIS Introduction GE rationale and assessment (OCT 2013).doc: GE Rational and Assessment plan--edited
(GEC Course Assessment Plan. Owner: Marsch, Elizabeth)
- Comp Std 2323 Intro to Amer Indian St Syllabus (OCT 2013).doc: Syllabus--edited
(Syllabus. Owner: Marsch, Elizabeth)

Comments

- I have now attended to the contingencies and recommendation included in the email. Thank you for your work on this. *(by Marsch,Elizabeth on 10/23/2013 05:16 PM)*
- See e-mail to E. Marsch. *(by Vankeerbergen,Bernadette Chantal on 10/17/2013 09:47 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lynd,Margaret Elizabeth	05/22/2013 12:36 PM	Submitted for Approval
Approved	Shank,Barry	05/22/2013 01:10 PM	Unit Approval
Approved	Heysel,Garett Robert	05/22/2013 01:18 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/17/2013 09:48 AM	ASCCAO Approval
Submitted	Marsch,Elizabeth	10/23/2013 05:17 PM	Submitted for Approval
Approved	Shank,Barry	10/23/2013 06:59 PM	Unit Approval
Approved	Heysel,Garett Robert	10/28/2013 09:18 PM	College Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Nolen,Dawn Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole Hanlin,Deborah Kay	10/28/2013 09:18 PM	ASCCAO Approval



Comparative Studies 2323 – Spring 2014
Introduction to American Indian Studies (3 credits)
Class Day & Time TBA - Classroom TBA

John N. Low JD, Ph.D.
Assistant Professor
Office Hours: Wed 4-5 PM or by appointment

Office Phone: 740-755-7857
Office Location: 2057 Founders Hall
Email – jlow@newark.osu.edu

General Education Goals and Expected Learning Outcomes:

This course fulfills the GE requirement for **Cultures and Ideas**

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course also fulfills the GE requirement for **Social Diversity in the United States:**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The course will satisfy the stated Expected Learning Outcomes by focusing on student development of these skills as well as assessing and providing feedback on assigned work with these stated goals in mind.

Course Description:

There are currently more than 570 federally recognized American Indian Nations with which the United States maintains government to government relations based upon a sovereign status which is both inherent (i.e., pre-dates the coming of Europeans to this hemisphere) and law/treaty based. This course explores the legal, cultural, historic and political foundations, experiences, perspectives and futures of American Indians in the U.S. An introduction to American Indian studies requires a very holistic and interdisciplinary approach, and draws

together materials from a variety of sources. Themes will include issues of multiculturalism, individual and community identity, social justice, Indigenous feminism, sexual orientation, racism, genocide, land ownership, environmental degradation and ways of knowing and learning. It will include history, sociology, ethics, religious studies, literature, geography, mythology, folklore, economics, education, film studies, linguistics, literature, museum studies, popular culture, and anthropology as well as the oral histories and traditions of the Indigenous peoples of North America. Lectures and class discussions are supplemented by audiovisual materials and guest speakers. Some of the goals of this course are to broaden your knowledge of American Indian peoples and the ways in which their lives are embedded in, and inseparable from their geographic, historic spiritual, cultural, and social surroundings. Through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities, cultures, histories, perspectives, experiences, lives and contemporary issues.

Required Texts (available at Newark Campus Bookstore (or SBX if offered in Columbus)):

- ❖ Kidwell, Clara Sue and Alan Velie *Native American Studies* (Paperback), (Lincoln: University of Nebraska Press (2005). (**Kidwell**)
- ❖ Utter, Jack, *American Indians: Answers to Today's Questions* (Paperback – 2nd edition) (Norman: University of Oklahoma Press, 2001). (**Utter**)
- ❖ Perdue, Theda & Michael Green, ed. *The Cherokee Removal, A Brief History with Documents*, 2nd ed. (Boston, Bedford/St. Martin's Press, 2005) (**Perdue**)
- ❖ Readings as assigned and posted **On Carmen**.
[readings not designated as posted on Carmen will be available for purchase at the Newark Campus Bookstore]

Course Requirements: class attendance, preparation and participation, discussion questions, research response journal, and final exam. **Attendance – no more than 2 unexcused absences – each additional unexcused absence lowers your final grade by 10%.**

Class Participation – 20% - including preparation by doing the readings before class and the willingness to engage in discussions and class activities. Participation also means contributing something to the discussion while demonstrating respect for others. We will be discussing tough issues and I want to hear what you have to say in an objective and thoughtful manner. Other ways to contribute include, but are not limited to, bringing in news articles relevant to course topics, bringing websites and other media to the attention of the class, announcing American Indian cultural events, sharing relevant personal experiences, etc. Those too shy or uncomfortable speaking in class may see me during office hours or by email to contribute. Some of these topics are difficult so please come see me if you need more context or to discuss in a less public venue.

Discussion Questions – 20% - Each of you will be assigned a day to prepare discussion questions for the readings for that day and be expected to facilitate discussion for that class.

Reading Response Journal – 30% - Instructions will be provided the first week of class.

Final Exam – 30%

Grading Rubric:

Discussion questions – 20%

Reading Response Journal – 30% (15% at midterm and 15% at end of semester)

Final Exam – 30%

Class Participation – 20%

Total possible – 100%

Grading Scale:

A = 95 – 100%	B+ = 87 - 89%	C+ = 77- 79%	D = 60 - 69%
A- = 90 - 94%	B = 83 - 86%	C = 73 - 76%	E = Below 60
	B- = 80 - 82%	C- = 70 - 72%	

Resources: OSU – Newark has both a writer’s studio (<http://newark.osu.edu/academics/degreesatnewark/english/thewritersstudio/Pages/index.aspx>) and a tutoring center (<http://newark.osu.edu/studentlife/tutoring/Pages/index.aspx>) to assist you in your assignments. I encourage you to use them. It may be best for me to send them a copy of your assignments before you schedule an appointment.

Requirements & Expectations: The opportunity to create a learning environment and community lies with both the instructor and student. Clearly defined expectations and responsibilities facilitate this:

As a student in this class, your responsibilities include:

- ❖ Reading the assigned materials on time
- ❖ Coming to lecture and section prepared with questions about the readings and lectures
- ❖ Coming to lecture and section on time and prepared to participate
- ❖ Respecting the views and learning needs of other students
- ❖ Consulting with the Instructor about any problems with the course

As your instructor, I make a commitment to:

- ❖ Come to class prepared to facilitate discussion and learning
- ❖ Be responsive to the needs of students
- ❖ Provide guidance on ways to improve your academic performance
- ❖ Respect the views and learning needs of the students
- ❖ Work with you to resolve any problems in the course

I am looking forward to getting to know each of you as scholars. I also hope that you will take time and make the effort to get to know one another as members of an intellectual community. I encourage you to use me as a resource and hope you will take advantage of my office hours.

Grade Appeal Procedure: If you believe that your grade on any assignment should be different from the grade received, you must clearly explain *in writing* the basis for your request for re-evaluation. This gives you an opportunity to prepare and present cogent arguments for reassessment. While a grade appeal may result in a higher grade, there is no guarantee and a re-evaluation may result in lower grade, if such is warranted. Further information on formal grade appeal rights and procedures are outlined in your student handbook.

Attendance: Research shows that regular attendance is one of the best single predictors of student performance. Good attendance = learning = Good grade. In addition, class is an opportunity to learn not only from me, but also from your classmates. Your classmates want to learn from *you*. Be sure you understand the penalties outlined above that result from more than two unexcused absences. *Please remember – attendance, participation and preparation for class is a part of your grade.*

Incompletes: All assignments must be completed in order to receive a passing grade for the course. I do not expect to approve any “incompletes” except under the most extraordinary circumstances.

Drop/Add Policy: Students should consult your student handbooks and university website regarding deadlines and relevant policies and procedures.

Major Illness or Crisis: If something of major concern has happened to affect your ability to be a part of this class, please contact me ASAP. In case of emergencies affecting your ability to participate in class, you will need to contact the appropriate University personnel for documentation, alternate arrangements, etc.

Disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services on the Newark campus is located at 226 Warner Center, (740) 366-9441.

Academic Misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentlife.osu.edu/pdfs/csc_12-31-07.pdf).”

In the News: Articles and stories about Native American Indians appear frequently in the news. If you see something that seems relevant to the course, bring it in and share it!

On the Internet: One of my favorite sites is www.airos.org. AIROS is *American Indian Radio On Satellite* and provides an interesting and entertaining source of news and music from “Indian Country” throughout the United States. Popular online newspapers include www.indiancountry.com and www.indiancountrynews.com. I also like *Newspaper Rock, Where Native America Meets Pop Culture* at <http://www.bluecorncomics.com/newsrock.htm>. A very useful website has been launched by the Newberry Library in Chicago. Of particular value for this course is the section on “Peoples, Places & Time.” Click on it at <http://publications.newberry.org/indiansofthemidwest/>



COURSE SCHEDULE

Subject to Modification

Week 1: Introductions

Class One - Welcome, Review of Syllabus, Expectations, Introductions, Photos, Questions & Concerns

Class Two - What is American Indian Studies? Why study Indians? How do we approach this course?

Readings:

“American Indian Studies Is for Everyone,” Duane Champagne, *American Indian Quarterly*, Vol. 20, No. 1, (Winter, 1996), pp. 77-82
(On Carmen)

American Indian Studies: Intellectual Navel Gazing or Academic Discipline? Clara Sue Kidwell, *American Indian Quarterly* Vol. 33, No. 1, Winter 2009. pp. 1-17 **(On Carmen)**

Kidwell, Preface and Chapter 1, Introduction

Robert Warrior, “Indian” in *Keywords for American Cultural Studies*, Bruce Burgett, Glenn Hendler. **(On Carmen)**

Task: Take the test of your “Native IQ” at www.understandingprejudice.org Bring your results to class

Week 2: Origins & Traditions

Class Three – Preliminaries

Readings:

Utter, Section A, The Indian People, pp. 21-24, Section B, Indian Tribes, pp. 25 – 51, Section E, Culture and Religion, pp.132 – 166

“The American Indians,” Edward H. Spier, pp. 9-19. “Basic Concepts for Understanding Native History and Culture,” Jack D. Forbes, pp. 28-40, “Perceptions of America’s Native Democracies, The Societies Colonial Americans Observed,” Donald A. Grinde Jr. and Bruce E. Johansen, pp. 72-82, in *Native American Voices, A Reader*, 1st ed. “Prehistoric Indians” **(On Carmen)**

Class Four - Focus on Community, methodologies for working with Indigenous peoples

Film: *The Teaching Rocks* (20’)

Readings:

History, Myth, and Identity in the New Indian Story, Elizabeth Cook-Lynn, **(On Carmen)**

Research Ethics for Protecting Indigenous Knowledge and Heritage: Institutional and Researcher Responsibilities, Marie Battiste from Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (2008). *Handbook of Critical and Indigenous Methodologies*. Los Angeles: Sage. **(On Carmen)**

Week 3: Land, Identity, & the Economy of Existence

Class Five - Film – *In the Light of Reverence* (60’)

Readings:

Website for the movie *In the Light of Reverence* at <http://www.pbs.org/pov/inthelightofreverence/>

Kidwell, Chapter 2, Land and Identity

Gonzalez, Mario, "The Black Hills, The Sacred Land of the Lakota and Tsistsistas," in *Native American Voices, A Reader*, 1st ed. Lobo and Talbot, pp. 120-128. **(On Carmen)**

Class Six

Readings:

Utter, Section G, Land, Resources and Non-Gaming Economics, pp. 206-238

Week 4: Contact & non-Native Relations

Class Seven

Readings:

Utter, Part I, The Discovery Issue, pp. 1-20

Kidwell, Chapter 3, Historical Contact and Conflict, pp. 41-59

The World Turned Upside Down, Indian Voices from Early America, 1st ed., Colin Calloway, ed. pp. 1-27 **(On Carmen)**

A Chronological History of United States Indian Policy and Indian Responses from 1789 to present **(On Carmen)**

Class Eight

Readings:

Utter, Part III, A Summary History of United States Indian Policy, pp. 383-411 and Appendixes 1 thru 7, pp. 413-435

Perdue, pp. 1-29, 32-34, 58-69, 71-76, 79-87, 92-94, 101-115, 121-126, 129-133, 145-147, 167-168, 183-190.

Week 5: Contact & non-Native Relations (continued)

Class Nine

Readings:

Utter, Section B - Indian Tribes. pp. 57-77, Section C – Treaties and Agreements, pp. 79-92

Our Hearts Fell to the Ground, Plains Indians Views of How the West Was Lost, 1st ed. Colin Calloway, ed. pp. 1-41 **(On Carmen)**

Utter, Section F Warfare, pp. 170-205, Section I, The Bureau of Indian Affairs, pp. 279-290. Section M, Alaska, pp. 338-360

Class Ten - Hawai'i – Manifest Expansion

Film: Elizabeth Lindsey: Curating Humanity's Heritage (from www.TED.com)

Readings:

"Lovely Hula Hands, Corporate Tourism and the Prostitution of Hawai'ian Culture," Huanani-Kay Trask," from *Native American Voices, A Reader*, 1st ed. Lobo and Talbot **(On Carmen)**

<http://www.hawaiihistory.org/>

Week 6: Tribal Sovereignty

Class Eleven

Readings:

Kidwell, Chapter 4, Tribal Sovereignty, pp. 61-82

Utter, Section H, Legal Status and Tribal Self-Government, pp. 239-278

Class Twelve

Readings:

American Indian Sovereignty: Now You See It, Now You Don't, Peter d'Errico, Legal Studies Department, University of Massachusetts/Amherst. (Accessible at <http://www.umass.edu/legal/derrico/nowyouseeit.html>) **(On Carmen)**
Rebecca L. Robbins, "Self-Determination and Subordination: The Past, Present and Future of American Indian Governance," in *The State of Native American*, M. Annette Jaimes, Chapter 3. (1999) **(On Carmen)**

Week 7: Education

Class Thirteen - Akwesasne Freedom School –

Readings:

Utter, Section K, Education, pp. 307-324

“Civilize Them with a Stick,” Mary Crow Dog with Richard Erdoes, pp. 241-248, “Urban American Indian Preschool”, Susan Lobo, pp. 248-252, “Tribal Colleges, A Study of Survival”, pp. 253-261, in *Native American Voices, A Reader*, 1st ed. Lobo and Talbot, **(On Carmen)**

Class Fourteen – Response Journals Due

Discussion Day (open)

Week 8: Language

Class Fifteen

Readings:

Kidwell, Chapter 5, Language, pp. 83-100

Class Sixteen - Representations, Stereotypes, & Mascots

Readings:

“Introduction: Constructing the Indian”, 1830’s-1990’s, S. Elizabeth Bird, *Dressing in Feathers, the Construction of the American Indian*, Introduction, “Reduced to Images,: American Indians in Nineteenth Century Advertising,” Jeffrey Steele, pp. 45-64, in *Dressing in Feathers, the Construction of the American Indian* **(On Carmen)**

“The Only Good Indian...” Racism, Stereotypes and Discrimination, in *Native American Voices, A Reader*, 1st ed. pp. 171-205. **(On Carmen)**

Utter, Section D, “Myth, Misinformation and Stereotype”, pp. 93-131

Leanne Howe. "The Indian Sports Mascot Meets Noble Savage and Noble Savage Confronts Indian Mascot." *Southern Cultures* 14.4 (2008): 112-113. **(On Carmen)**

Indian Mascots, Symbols, and Names in Sports: A Brief History of the Controversy **(On Carmen)**

Spring Break - NO CLASS

Week 9: Academics and Museums

Class Seventeen - Film – Who Owns the Past?” (60’)

Readings:

Utter, “What is the Native American Graves Protection and Repatriation Act?” pp. 159-161

Text to the Native American Graves Protection and Repatriation Act – NAGPRA **(On Carmen)**

Class Eighteen

Readings:

Howe, Craig, (2002) “Keep Your Thoughts Above The Trees: Ideas On Developing and Presenting Tribal Histories,” in Nancy

Shoemaker, ed., *Clearing a Path, Theorizing the Past in Native American Studies*, New York: Routledge, 161-173. **(On Carmen)**

Week 10: Film:

Class Nineteen – Film “Reel Injun” (60’)

Readings:

“Indian Wars: the Movie” from *Indians in Unexpected Places* / Philip J. Deloria. Deloria, **(On Carmen)**

Class Twenty – Literature - Storytelling, the Indigenous Renaissance, and Indigenous Nationalism

Guest speaker – Cheryl Cash Ph.D. Candidate, Bowling Green State University, Program in American Cultural Studies

Readings:

Kidwell, Chapter 6, “Indian Aesthetics: Literature,” pp. 101-116

Allen, Chadwick, (Mar., 1999) “Blood and Memory”, *American Literature*, Vol. 71, No. 1, , pp. 93-116 **(On Carmen)**

Week 11: Urban Indian Experiences

Class Twenty-One - Film – The Chicago Indian Experience (20)

Readings:

Sherman Alexie, “Native American Broadcasting Company,” in *Visit Teepee Town, Native Writings After the Detours*, Diane Glancy and Mark Nowak, eds. (Coffee House Press, Mpls, 1999), 296-303. **(On Carmen)**

David Beck, The Chicago American Indian Community, in *Native Chicago*, 2nd ed. Terry Straus, ed. (Chicago: Albatross Press), pp. 293-307 **(On Carmen)**

Class Twenty-Two – Health

Readings:

Utter, Section J, “Health,” pp. 291-306

Week 12: Art and Material Culture

Class Twenty-Three

Readings:

Kidwell, Chapter 7, Indian Aesthetics, Art and Expressive Culture,” pp. 117-130

Class Twenty-Four - Indian Gaming

Readings:

Utter, Section N, Gaming, pp. 361-377

Week 13: Indigenous Feminism

Class Twenty-Five

Readings:

Mihesuah, Devon A. “A Few Cautions at the Millennium on the Merging of Feminist Studies with American Indian Women's Studies,” *Signs*, Vol. 25, No. 4, Feminisms at a Millennium (Summer, 2000), pp. 1247-1251 **(On Carmen)**

Smith, Andrea, “Dismantling the Master's Tools with the Master's House: Native Feminist Liberation Theologies,” *Journal of Feminist Studies in Religion - Volume 22, Number 2, (Fall 2006)*, pp. 85-97 **(On Carmen)**

Reclaiming “choice” for Native women – Jessica Yee accessed at <http://rhrealitycheck.org/blog/2009/06/11/reclaiming-choicenative-women> **(On Carmen)**

Class Twenty-Six - Indigenous Queers

Readings:

Call Me Brother: Two-Spiritedness, the Erotic, and Mixedblood Identity as Sites of Sovereignty and Resistance in Gregory Scofield's Poetry (pdf). *Speak to Me Words: Essays on Contemporary American Indian Poetry*. eds. Janice Gould and Dean Rader. Tucson: University of Arizona, 2003. 223-234 (**On Carmen**)

Stolen from Our Bodies: First Nations Two-Spirits/Queers and the Journey to a Sovereign Erotic (pdf). *Studies in American Indian Literatures*. 16.2. (2004): 50-64 (**On Carmen**)

My Dragonfly Tongue. *Mavin Magazine*. Issue 6. 2002: 60-61 (**On Carmen**)

Shaking Our Shells: Cherokee Two-Spirits Rebalancing the World (link). *Beyond Masculinity: Essays by Queer Men on Gender and Politics*. Edited by Trevor Hoppe. <http://www.beyondmasculinity.com/articles/driskill.php> (**On Carmen**)

Week 14: Red Power Movement, Neocolonialism and Decolonization

Class Twenty-Seven – Film – *We Shall Remain – Wounded Knee* (60')

Readings:

Website of movie at http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_5_about

Class Twenty – Eight - Newark Earthworks & Contemporary Issues/ Conclusions and Potentials

Response Journals Due

Readings:

<http://newark.osu.edu/academics/degreesatnewark/history/Pages/NewarkEarthworks.aspx>

Kidwell, Chapter 8, “The Current Status of Native American Studies, pp. 131-141

Utter, Section O, “The Future,” pp. 378-381

Final Exam: Date & Time TBA



GE Rationale and Assessment Plan
Comparative Studies 2323 Introduction to American Indian Studies

This course is an introduction to American Indian Studies, an interdisciplinary field of study that focuses on the histories, experiences, languages, arts, and cultures of peoples indigenous to the lands that now comprise the United States of America. Through an introduction to American Indian studies, students are exposed to, and work with, Indigenous cultures and ideas within the United States that are a part of the American Experience, and with which they may have previously had only a passing familiarity. The intention of this course is to introduce students to a small but important minority within the United States – Native American Indians. Although American Indians constitute only about 1% of the U.S. population, the histories, stories, and experiences of the first peoples of what is now the United States permeates much of historical and contemporary America. Exposure to the American Indian experience contributes to students' understandings generally of the diversity of peoples in the United States.

An introduction to American Indian studies requires a holistic and interdisciplinary approach, and draws together materials from a wide variety of sources. It seeks to broaden students' understandings of the diversity and complexity of American Indian identities, communities, and nations; to make connections between Native peoples and cultures in the U.S. and Indigenous peoples and cultures across the Americas and around the globe; to provide comparative and intersectional approaches to issues of race, ethnicity, gender, sexuality, class, and citizenship; and to encourage linking educational and research initiatives to community and political concerns.

The kinds of topics addressed in the course are similar to those that are considered in such courses as Comparative Studies 2321, Introduction to Asian American Studies and Comparative Studies 2322, Introduction to Latino Studies, which currently fulfill these same GE requirements. The general goals and the expected learning outcomes of the Cultures and Ideas category are fulfilled through the reading, viewing, and writing assignments that the class requires. More specifically, the course helps students develop a capacity for “evaluat[ing] significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.” It teaches students to “analyze and interpret major forms of human thought, culture, and expression” and “evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.”

Comparative Studies 2323 addresses significant issues that arise within American Indian Studies, for example, how the history of Native/ non-Native contact of the past influences interactions and relations between members of these groups today; how stereotypes and representations of American Indian peoples have evolved and how Native peoples are resisting categorization by others; how the Native American Indian urban experience, feminist experience, and Queer experience are all unique and diverse. Students will read a range of texts and articles and view several films that speak to these and other issues. Through weekly writing in response journals, presentation of discussion questions, class participation, and a final essay exam, students will

develop their critical analytical skills as well as their writing and oral presentation skills, as is expected in a humanities class.

The course begins with several classes that introduce students to key concepts and definitions of the nature of American Indian Studies, the course is divided into units that comprise an overview of the discipline itself: (1) Origins and Traditions of the First Peoples of what is now the United States; (2) Land, Identity and the Economy of Existence; (3) Contact and non-Native relations; (4) a comparative exploration into the Indigenous experience in Hawai'i; (5) Tribal Sovereignty and American Indian nations, then moving towards contemporary issues in American Indian Studies; (6) Education; (7) Language Preservation and Revitalization; (8) Representations, Stereotypes and Mascots; (9) Academics and Museums; (10) Native Film and Literature; (11) Urban Indian experience; (11) Art and Material culture; (12) Indian Gaming; (13) Indigenous Feminism; (14) Indigenous Queers; (15) Red Power Movement; (16) Newark Earthworks in historical and contemporary contexts; and (17) Contemporary issues in "Indian Country."

These units give students a general overview of the contemporary and historic experiences of Native American Indian peoples in the United States, from pre-contact to the present-day. Students are challenged in their assumptions about American Indian peoples and communities, and are exposed to the ways in which American Indians either assimilated into the mainstream or resisted assimilation through rebellion, strategic accommodation, and innovation. Students also learn about the great diversity of Native Americans in what is now the United States as evidenced in politics, language, religion, world view, lifeways, literature and expressive arts, and material culture. Students also gain a firm understanding of the legal status of American Indians, past and present, as well as such social-political movements as revitalization movements, the Red Power movement, and the sovereignty and self-determination movement. Students will complete the course with an understanding of the fundamental concepts, ideas and information necessary to commence or complement their continuation of the American Indian Studies minor, if they so choose, as well as the skills gained generally from an Arts and Sciences course at the Ohio State University.

A. Comparative Studies 2323 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in Comparative Studies - Cultures and Ideas category in the following ways:

General goals of the GE Cultures and Ideas requirements:

- **Aesthetic and historical response and judgment:** Students consider the historical development and contemporary definitions and conceptions of the histories, experiences, languages, arts, and cultures of Native American Indians .
- **Interpretation and evaluation:** Students learn about humanistic approaches to the study of the histories, experiences, languages, arts, and cultures of the first peoples of what is now the United States.

- **Critical listening, reading, seeing, thinking, and writing:** Students become critical observers of the histories, experiences, languages, arts, and cultures of the Indigenous peoples of the United States.
- **Experiencing the arts and reflecting on that experience:** Students directly engage the diversity of arts and experiences of American Indian peoples.

General learning objectives of the GE Arts and Humanities - Cultures and Ideas requirements:

- **Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.** Students analyze a range of readings and visual texts related to the histories, experiences, languages, arts, and cultures of Native North Americans.
- **Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.** Students learn to examine critically the diversity of histories, experiences, languages, arts, and cultures of American Indian individuals and communities as they relate to each other and to their own.
- **Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.** Students are encouraged to examine the ways in which different representations of the histories, experiences, languages, arts, and cultures of Native American Indians in both written and visual texts shape their own and others' values and perspectives.

Expected Learning Outcomes for Cultures and Ideas:

- **Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.** Students analyze written and visual texts related to the histories, experiences, languages, arts, and cultures of Native American Indians and the ways in which those representations affect the development of values and influence policy decisions.
- **Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.** Students analyze the use of various ideas, norms and perceptions of a diversity of Indigenous peoples of North America in a multitude of distinct cultural and historical contexts.

B. Comparative Studies 2323 meets the goals and learning objectives of the Arts and Sciences General Education Curriculum for Semester Courses in Comparative Studies - Social Diversity in the United States category in the following ways:

General goals of the GE Arts and Humanities - Social Diversity in the United States requirements:

- **Understanding the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.** Students are exposed to and learn about the myriad of histories, experiences, languages, arts, and cultures of Native North Americans

Expected Learning Outcomes for Social Diversity in the United States:

- **Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.** An introduction to the histories, experiences, languages, arts and cultures of Native American peoples necessarily engages in issues of race, gender, disability, class, ethnicity, and religion in exploring the pluralistic institutions and cultures of the United States.
- **Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.** Exposure to the American Indian experience contributes to students’ understandings generally of the diversity of peoples in the United States, as well as, exposure to attitudes and values different from their own and fosters tolerance and appreciation of the equality of all Americans.

Assessment plan for the course:

GE Cultures and Ideas and GE Social Diversity in the United States Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes for Cultures and Ideas GE	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exam ¹ Analysis of semester-long	Opinion survey ³

	discussion and journal ²	
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey

GE Expected Learning Outcomes for Social Diversity in United States	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey

¹ On the final, questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

²Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by participating in classroom discussions as well as writing a reading response journal. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

³ At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes.

b) Explanation of level of student achievement expected:

For the exam, success means that 75% or more of students will answer questions clearly reflecting their abilities in at least 75% of the GE ELO categories. For discussions and journals, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO categories for the two GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the exam outcomes and the discussion and journal outcomes to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the two GE Cultures and Ideas expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.