

# NATV-NATIVE AMERICAN STUDIES

## NATV 1150G. Introduction to Native American Studies

### 3 Credits

This course surveys the significance of Native American Studies through an inter-disciplinary approach to two areas of academic concentration: Indigenous Learning Communities, and Leadership and Building Native Nations.

#### Learning Outcomes

1. Students will develop a general understanding of the various concentration areas in Native American Studies throughout the United States.
2. Students will identify the contributions of various academic disciplines to Native American Studies.
3. Students will understand the intricacies and intersections of Indigenous scholarship in Native American Studies.
4. Students will articulate the importance of Native American Studies as a stand-alone discipline in academia.
5. Students will be able to connect community issues in both Native and Non-Native America to concepts taught in Native American Studies.

## NATV 2120. Native American Experience

### 3 Credits (3)

Introductory survey of Native American History, culture and contemporary issues. Students read literature by and about Native Americans covering a variety of topics including tribal sovereignty, federal policy, activism, economic development, education and community life.

#### Learning Outcomes

1. Apply cultural and historical context to text about Native Americans (by Natives and non-Natives).
2. Analyze texts about Native Americans in relation to tribal sovereignty, federal policy, activism, economic development, education and community life.
3. Evaluate texts by and about Native Americans from an NAS perspective.

## NATV 3120. An Indigenous Peoples History of the United States

### 3 Credits (3)

This course is a history of United States as experienced by the Indigenous people. It delineates the Indigenous experience as reflected in Native American scholarship and research. The Indigenized and decolonized Native perspective provides an educative authenticity of Indigenous knowledge comprehensible to all, particularly the non-Indian.

#### Learning Outcomes

1. The student can identify and describe significant historic periods as experienced by the Indigenous inhabitants in United States.
2. The student is able to identify and differentiate aspects of the Native American historic experience in relationship to the standard linear chronicle timeline as reflected in U.S. history.
3. The student is able to compose a brief summary review of the Native American historic periods as evidenced in scholarship and research.

## NATV 4110. Native American Women

### 3 Credits (3)

Students investigate the status, experience, and contributions of Native American women from pre-contact to contemporary times. Identifying the contribution of Native American women to societies, communities, and

Nations as keepers of knowledge, teachings, and traditions. Crosslisted with: ANTH 553.

#### Learning Outcomes

1. Explore and examine the roles of American Indian women within a tribal society and analyze the impact of colonization and decolonization upon their place / roles over time.
2. Evaluate historical and contemporary issues of importance to American Indian women and their communities.
3. Assess a topic, book or issue of importance to Native women through a research paper, case study, or exam demonstrating in-depth knowledge and understanding.
4. Demonstrate in-depth knowledge and understanding of Native American women histories and contemporary issues.
5. Formulate a paper on Native woman/tribal women from historical or contemporary sources and share with class (undergraduates).
6. Demonstrate in-depth knowledge and understanding of Native American women through an exam/final (undergraduates).

## NATV 4120V. Native American Visual Culture

### 3 Credits (3)

This course examines the various theoretical and methodological challenges inherent to the study of indigenous art, including the issues of identity, sovereignty, gender, cultural critique, and the role of the artist.

#### Learning Outcomes

1. Identify NA / Indigenous, film/video writers and directors.
2. Locate NA / Indigenous nations with their geo-physical location.
3. Consider issues of identity concerning Indigenous population.
4. Apply "colonizing" / "decolonizing" methodologies.
5. To practice writing short analytical journal entries.
6. To learn effective group discussion techniques

## NATV 4130. Indigenous Ways of Knowing

### 3 Credits (3)

This course examines Indigenous knowledge and ways of knowing to gain an appreciation of an epistemology and ontology that may be outside the boundaries of Eurocentric theory, concepts, and principles. The course explores and analyzes the nature and ways that Native Americans' develop knowledge as well as the concepts and composition of metaphysics and cosmology. Students analyze knowledge development through mythology and storytelling by emphasizing the nature of difference rather than comparative analysis.

#### Learning Outcomes

1. By the end of the semester, through dialogue and interaction, reading, writing, exercises, out of classroom experiences, auto/visual aids and computer technologies, the student is able to describe and explain characters and ways that Native Americans' develop knowledge (epistemology); as measured by reports, critiques, reflective summaries, learning logs, analysis techniques and assessments.
2. By the end of the semester, through dialogue and interaction, reading, writing, exercises, out of classroom experiences, auto/visual aids and computer technologies, the student is able to describe and explain concepts and composition of the metaphysics and cosmology (ontology) of Native American knowledge; as measured by reports, critiques, reflective summaries, learning logs, analysis techniques, and assessments.

## NATV 4210. Native American Education

### 3 Credits (3)

This is a survey course that explores the education of Natives from multiple perspectives; the perspectives of Native theories and practices,

the colonizers'-imposed education theories and practices, U.S. federal educational policies and practices, tribal systems of education, and responses from those experiencing the education. Starting with traditional education, the course will examine colonial education, federal and tribal efforts, contemporary models of Indian education including issues and challenges, and the educational sovereignty of tribes.

#### **Learning Outcomes**

1. Describe (verbally and written) traditional methods of education used by Native Americans.
2. Discuss and interpret (verbally and written) the theories and practices of educating Natives in different eras.
3. Compare (verbally and written) the different systems of education for Native Americans.
4. Articulate (verbally and written) contemporary Native American educational issues and challenges.
5. Be able to articulate (verbally and written) support for educational sovereignty of tribes.
6. Research, analyze and orally present a written paper about an American Indian boarding school and its legacy.

#### **NATV 4210V. Native American Education**

##### **3 Credits (3)**

Native American education will be examined by investigating historical and contemporary perspectives of Native Peoples' and settlers' ideas of education and the latter's development of educational systems. Students will survey various types of schools (missionary, boarding, public, etc.), read Native student accounts of westernized schooling, and examine key historical and contemporary policies, laws, and reports, as well as curricular and pedagogical literature. Native perspectives will become central to understanding present and future trends in education to transform educational futures while centering and supporting sovereignty, self-determination, and cultural continuance.

#### **Learning Outcomes**

1. Describe (verbally and/or written) traditional methods of education used by Native Americans.
2. Discuss and interpret (verbally and/or written) the theories and practices of educating Natives in different eras.
3. Compare (verbally and/or written) the different systems of education for Native Americans.
4. Articulate (verbally and/or written) contemporary Native American educational issues and challenges.
5. Be able to articulate (verbally and/or written) support for educational sovereignty of tribes.

#### **NATV 4220. Federal Indian Policy**

##### **3 Credits (3)**

This course provides a basic historic overview of federal Indian policy. As preexisting sovereign nations, the U. S. Constitution acknowledges only states, foreign nations, and Indian tribes as sovereign governments. The purpose is to provide a fundamental understanding of the unique position Indian tribes occupy in this country. It examines impacts and effects on culture and contemporary livelihood.

#### **Learning Outcomes**

1. The student can recall and identify fundamental laws, policies, and court actions affecting Indian tribes.
2. The student can describe and explain the effects of federal Indian policy on activities and interactions between Native American and the overall society.

3. The student can analyze and interpret the impacts and effects of federal Indian policy on culture and contemporary lives of Native Americans

#### **NATV 4310. Indigenizing Methodologies in Native American Studies**

##### **3 Credits (3)**

This course utilizes decolonizing (indigenizing) methodologies and praxis to gain insight into the complex effects of oppression and colonization. The course uses critical and indigenous concepts to identify and analyze hegemonic, ethnocentric, historic and contemporary human rights and social justice issues of indigenous people. Emphasis includes research theory and methodology, such as community participatory action research, that is collaborative, inclusive, and pragmatic to ethics, intellectual property, and cultural boundaries of indigenous people.

Crosslisted with: ANTH 541.

#### **Learning Outcomes**

1. The student is able to describe and explain some of the complex effects of oppression and colonization on indigenous peoples.
2. The student is able to identify historic and contemporary issues that have influenced and affected the study and research of indigenous peoples.
3. The student is able to convey particular research theory and methodology that is collaborative, inclusive, and pragmatic to ethics and cultural boundaries of indigenous people.

#### **NATV 5110. Advanced Indigenizing Methodologies in Native American Studies**

##### **3 Credits (3)**

This course utilizes indigenizing methodologies and praxis to gain insight into the complex effects of oppression and colonization. Critical and indigenous concepts are used to identify and analyze hegemonic, ethnocentric, historic and contemporary human rights and social justice issues of indigenous people. Research theory and methodology such as community participatory action research that is collaborative, inclusive, and pragmatic to ethics, intellectual property, and cultural boundaries of indigenous people is emphasized.

#### **Learning Outcomes**

1. Explain how producing research is connected to producing knowledge.
2. Identify and describe the impact of colonialism and imperialism on disrupting ways of knowing.
3. Recognize political and cultural implications of the world seen as a colonial, constructed narrative.
4. Describe how a social reality can have set political and ideological conditions.
5. Distinguish how indigenous methodologies relate to decolonizing methods.
6. Describe how decolonizing methods are a different approach to research.
7. Identify decolonizing methods that have been used in research.
8. Critically engage with research lenses stemming from a decolonizing standpoint.

#### **NATV 5120. Advanced Indigenous Peoples History of the United States**

##### **3 Credits (3)**

This course is a history of United States as experienced by the Indigenous people. It delineates the Indigenous experience as reflected in Native American scholarship and research. The Indigenized and decolonized Native perspective provides an educative authenticity of Indigenous knowledge comprehensible to all, particularly the non-Indian.

**Learning Outcomes**

1. The student can identify and describe significant historic periods as experienced by the Indigenous inhabitants in United States
2. The student is able to identify and differentiate aspects of the Native American historic experience in relationship to the standard linear chronicle timeline as reflected in U.S. history.
3. The student is able to compose a brief summary review of the Native American historic periods as evidenced in scholarship and research.
3. Assess a topic, book or issue of importance to Native women through a research paper, case study, or exam demonstrating in-depth knowledge and understanding.
4. Demonstrate in-depth knowledge and understanding of Native American women histories and contemporary issues.
5. Formulate a paper on Native woman/tribal women from historical or contemporary sources and share with class (undergraduates).
6. Demonstrate in-depth knowledge and understanding of Native American women through an exam/final (undergraduates).

**NATV 5210. Advanced Native American Education****3 Credits (3)**

This is a survey course that explores the education of Natives from multiple perspectives; the perspectives of Native theories and practices, the colonizers'-imposed education theories and practices, U.S. federal educational policies and practices, tribal systems of education, and responses from those experiencing the education. Starting with traditional education, the course will examine colonial education, federal and tribal efforts, contemporary models of Indian education including issues and challenges, and the educational sovereignty of tribes.

**Learning Outcomes**

1. Describe (verbally and written) traditional methods of education used by Native Americans.
2. Discuss and interpret (verbally and written) the theories and practices of educating Natives in different eras.
3. Compare (verbally and written) the different systems of education for Native Americans.
4. Articulate (verbally and written) contemporary Native American educational issues and challenges.
5. Be able to articulate (verbally and written) support for educational sovereignty of tribes.
6. Research, analyze and orally present a written paper about an American Indian boarding school and its legacy.

**NATV 5220. Advanced Native American Visual Cultures****3 Credits (3)**

This course examines the various theoretical and methodological challenges inherent to the study of indigenous art, including the issues of identity, sovereignty, gender, cultural critique, and the role of the artist.

**Learning Outcomes**

1. Identify NA/Indigenous, film/video writers and directors.
2. Locate NA/Indigenous nations with their geo-physical locations.
3. Consider issues of identity concerning Indigenous populations.
4. Apply "colonizing"/ "decolonizing" methodologies.
5. To Practice writing short analytical journal entries.
6. To learn effective group discussion techniques.

**NATV 5520. Advanced Native American Women****3 Credits (3)**

Students investigate the status, experience, and contributions of Native American women from pre-contact to contemporary times. Identifying the contribution of Native American women to societies, communities, and Nations as keepers of knowledge, teachings, and traditions.

**Learning Outcomes**

1. Explore and examine the roles of American Indian women within a tribal society and analyze the impact of colonization and decolonization upon their place / roles over time.
2. Evaluate historical and contemporary issues of importance to American Indian women and their communities.