Course Action Request Form

Initiator of this proposal: Judith Antell  Phone: 766-6521

Requested Action (check one or more):
- [x] Add new course
- [ ] Cross or dual list
- [ ] Discontinue
- [ ] Other (specify)

- [ ] Change course description
- [ ] Change title
- [ ] Change credit hours
- [ ] Change prerequisites
- [ ] Change number
- [ ] Change grading system

Semester and year action requested to take effect: Spring 2008
(Please note: changes in credit hours, grading method, or course level cannot go into effect for a semester if early registration has begun. Changes will be effective the following semester.)

Existing Course?

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<th>Prefix</th>
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<th>Title</th>
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Proposed Course:

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<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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Abbreviated title (18 character maximum including spaces):
Foundations Am Ind

List any currently approved University Studies Program (USP) designation(s):

Request for University Studies Program (USP) Approval (check boxes for which you have attached criteria sheets. Contact Rollin Abernethy at 766-4287 with any questions on USP):

- Integrated Cultural Context ................................................. C
- Humanities ................................................................................. CH
- Social Sciences ......................................................................... CS
- Arts ................................................................................................. CA
- Cultural Diversity in the United States ........................................ D
- Global Awareness ........................................................................... G
- Intellectual Community ................................................................ I
- Information Literacy ..................................................................... L
- Oral Communication ....................................................................... O
- Physical Activity and Health .......................................................... P
- Quantitative Reasoning I ................................................................. QA
- Quantitative Reasoning II ................................................................. QB
- Integrated Science ........................................................................... S
- Biological Science .......................................................................... SB
- Physical Science ............................................................................. SP
- Earth Science ................................................................................... SE
- U.S. and Wyoming Constitutions ..................................................... V
- Writing I ............................................................................................ WA
- Writing II .......................................................................................... WB
- Writing III ......................................................................................... WC

Rationale for the change or new course proposed:
Note: For 1000- and 2000-level courses, also address articulation with the Statewide Course Catalog (consult Janet Timmerman at 766-3152).

AIST needs a class that introduces students to the interdisciplinary field of study, its foundational theories, concepts, and principles, and its major topic areas. This class is a necessary addition if AIST is to move forward in proposing a major degree.

No conflict w/ state course catalog.

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Current Credit Per Semester: Fixed hours ______ Variable hours: ______ to ______; career max. ______

Proposed: Fixed hours ______ Variable hours: ______ to ______; career max. ______

Current Grading System: A/F ☐ or S/U ☐

Proposed: A/F ☐ or S/U ☐

Current Prerequisites:

Proposed: none

Current Course Description (limit of 50 words):

Proposed (limit of 50 words):
This course will explain the development of American Indian studies and will show how a variety of disciplines continue to inform this field and interact to facilitate the exploration of its major topics of concern, including Native histories, cultures, and contemporary lives.

If course number is being changed or discontinued, please list all courses for which this is a prerequisite:

Current Cross Listings with:
Note: Cross listed courses have the same course number, title, description, and prerequisites, but different departmental prefixes, e.g. WMST 2420 and POLS 2420.

Proposed cross listings with:

Current Dual Listings (grad/undergrad) with:
Note: Dual listed courses have the same departmental prefix and the same last 3 digits of the course number, e.g. ZOO 4425 and ZOO 5425.

Proposed dual listings with:

What courses does this new or modified course RESemble or OVERLAP, in content or title, and how does it differ? (Attach statement of support from other program(s) if appropriate.)

Current Activity Type (Select only one major category):
☐ Lecture
☐ with separately scheduled Laboratory Section
☐ with separately scheduled Discussion Section
☐ Independent Study
☐ Practicum
☐ Studio
☐ Clerkship
☐ Internship
☐ Seminar
☐ Research
☐ Lesson

Proposed: This class will have a lecture format

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Material Resources required:
Will additional teaching space (such as a networked computer classroom), equipment, travel, support budget, TV production, or library holdings be required? If so, please specify what resources are needed and the source or sources of the necessary funding for these resources.
No additional resources needed

Personnel Resources required:
Who will be available to teach this course and will this course affect the instructor's teaching load?
Judith Antell will be responsible primarily for teaching this class, although it is expected that the class will be taught occasionally by AIST adjunct faculty.

Impact on Other Courses:
What will be taught less often? What course or courses might be discontinued?
"None", "Not Available" or similar responses are not acceptable and may result in the proposal being denied.
AIST 1350, American Indians in Contemporary Society, will be taught less often by Judith Antell and may be discontinued.
A new course dealing with American Indians in contemporary society may be proposed later at a 3000 or 4000- level and will have AIST 1000 as its prerequisite.

For modifications involving a change in credit hours, dual listing, and/or change in course description, attach both current and proposed syllabi.

For Course Committee Use Only:
Current Course:  
Prefix  Number  |  Proposed Course:  
Prefix  Number

Record of Approval
Department/Program head(s):  
Judith Antell  
Date  3-26-07

College(s) Approval:  
Audrey Shepherd  
Date  3-28-07

Graduate School Dean:
(Required for all 4000- and 5000-level courses)

University Studies Committee:  
Approved for  
Disapproved for  
Chair:  

Recommendation of University Course Review Committee:  
Approve  
Table  
Disapprove  
Chair:  
Secretary:  

February 2007 – Previous editions should not be used
Foundations in American Indian Studies  
AIST 1000  
Fall 2007  
TR 11:00 – 12:15 P.M.  
CR 105  
Judith Antell  
Ross Hall 115  
766-652  
antell@uwyo.edu  
Office Hrs: M,W 10-11:30 A.M. as well as by appt.

Prerequisites: None

Course Description
This course will explain the development of the academic field of study known as American Indian studies and will teach students how a variety of disciplines such as history, political science, sociology, anthropology, and geography continue to inform this field and interact to facilitate the exploration of Native history, culture, and contemporary areas of concern, as well as to create and promote new knowledge about American Indian peoples.

This course fulfills the Cultural Context Social Sciences (CS) and the U.S. Diversity (D) requirements of the 2003 University Studies Program. Cultural Context-Social Sciences (CS) courses examine the diversity of human social experience from a multi-disciplinary perspective in order to better understand the full complexity of socio-cultural systems. CS courses also provide students with an opportunity to develop skills in the social sciences, learn how to integrate information, and analyze social decision making processes.

Diversity in the U.S. (D) explores the complexities of culture in the U.S. both through history and contemporary experience. Diversity in the U.S. (D) courses examine the complexity of cultures in the U.S. and the interdependence of these cultures. Understanding influences such as race, class, ethnicity, gender, disability, sexual orientation, religion, and age offer insight into how the diversity of the cultural traditions of the United States have shaped and continue to shape identity and national experience.

Objectives/Outcomes/Standards
Students will
1. learn and be able to explain the principles, theories, and ideas that inform the field of American Indian studies.
2. understand and appreciate the roles of history, culture, language, and politics in the development of tribal world views, world views that relate to modern life and contemporary issues of concern for Native peoples.
3. identify historical, cultural, and political diversity and significance in Native oral traditions and written literatures.
4. understand and be able to explain the dynamic effects of history, politics, demographics, economics, and social change on Native peoples and their diverse cultures within the United States.
5. comprehend the concepts of tribal political, cultural, and intellectual sovereignty and how tribal sovereignty is both restricted and enhanced by the federal trust relationship and by relationships with the states.

Required Readings
Clara Sue Kidwell and Alan Velie, Native American Studies
Donald Fixico, The American Indian Mind in a Linear World: American Indian Studies and Traditional Knowledge

Course Packet
Available for purchase in the UW Bookstore, this course packet has a table of contents with the reading assignments for particular class sessions.

On any given day, our work in class will correspond with what you’ve been asked to read for that class. It is expected that you will do all readings before you come to class.

Course Requirements/Assignments
Response Essays
There will be six (6) short response essays (three pages). Your job in each case will be to formulate a response to a question that deals with one or more of the reading assignments. Write only three pages that concisely and fully answers the questions. These short responses must be typed. Essays not received in class on the due date will not be accepted.

Writing guidelines and grading rubrics will be handed out, providing specific information needed to complete these assignments.

Exams
The midterm and final examinations consist entirely of essay questions of varying length. You will always have a choice of questions to answer. The final examination is partly comprehensive. Make-up examinations will not be given unless the student notifies the instructor before the examination of an emergency situation or serious illness.

Regular Attendance
You may have one “free” absence. After that, 10 points will be deducted from your final point tally for each class you miss. Students enrolled in this class are expected to make a commitment to attend and participate each class period. If you frequently miss your classes, this is not a good class for you to take. Missed classes in here can easily lower your final grade by a whole grade or more.
If you do miss class, please don’t assume that you may automatically make up assignments, including exams. If you miss an exam or other in-class activity without notifying the professor ahead of time and making arrangements in advance, it is likely that you will not be allowed to make up the work. Please make every effort to do your work on schedule.

**Grading Standards**

**Your final grade** for the class will be determined by the number of points you earn out of a possible total of 500 points.

- *Response Essays* 6x50 300 points
- *Midterm* 100 points
- *Final Exam* 100 points

A = 450-500  
B = 400-449  
C = 350-399  
D = 300-349  
F = Below 300

**Disability Statement**

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, Room 330, Knight Hall, 766-6189.

**Academic Honesty**

Academic honesty is expected, and dishonesty will not be tolerated and can lead to expulsion from the College of Arts and Sciences and from the University. The College of Arts and Sciences procedure guidelines are at [http://www.uwyo.edu/a&s/Appeals](http://www.uwyo.edu/a&s/Appeals) Dishonesty/Guidelines Dishonesty. You are strongly advised to read these regulations. The University Regulation, 802 rev 2, discusses academic dishonesty at [http://www/uwyo.edu/legal/Uniregs/ur802.htm](http://www/uwyo.edu/legal/Uniregs/ur802.htm).

**Class Rules**

You are expected to be attentive during class lectures, discussions, and films. You are expected to refrain from reading newspapers or other materials not directly related to our class, sleeping, eating, talking to other students, or in any other ways demonstrating rude, non-professional behavior during class. You may not bring food into the classroom but you’re welcome to have water in a spill-proof container. You are expected to arrive to class on time because late arrival causes distraction to your fellow students and to the professor. Finally, in order to facilitate a learning environment in the classroom, it is expected that you will treat the professor and everyone else in the class with respect at all times. Failure to abide by these class rules may result in removal from class. Any student who believes that s/he has been wrongfully harmed should follow institutional procedures for filing complaints at [http://uwacadweb.uwyo.edu/OSL/judicial_affairs.htm](http://uwacadweb.uwyo.edu/OSL/judicial_affairs.htm).
Course Outline and Reading Schedule

Unit 1 (Classes 1-5) American Indians and the Land
Readings: Kidwell and Velie, pgs. 1-40
          Fixico, pgs. 105-140
          Course Packet – see Table of Contents for assignment

Unit 2 (Classes 6-10) Historical Experiences of American Indians
Readings: Kidwell and Velie, pgs. 41-60
          Fixico, pgs. 1-20, 41-62; 83-103
          Course Packet – see Table of Contents for assignment

Unit 3 (Classes 11-15) Sovereignty and the Government to Government Relationship
Readings: Kidwell and Velie, pgs. 61-82
          Fixico, pgs. 141-177
          Course Packet – see Table of Contents for assignment

Unit 4 (Classes 16-20) The Significance of Language
Readings: Kidwell and Velie, pgs. 83-100
          Fixico, pgs. 21-39
          Course Packet – see Table of Contents for assignment

Unit 5 (Classes 21-25) American Indian Artistic Expressions
Readings: Kidwell and Velie, pgs. 101-130
          Course Packet – see Table of Contents for assignment

Unit 6 (Classes 26-30) American Indians and Contemporary Cultures
Readings: Kidwell and Velie, pgs. 130-142
          Fixico, pgs. 63-82
          Course Packet – see Table of Contents for assignment

Response Essays
Will be assigned throughout the semester.

Midterm
Class 15, October 16

Final
December 13, 10:15 to 12:15
Exam will be given in our regular classroom
University Studies Program
Criteria Review Sheet

Social Sciences (CS)

By taking social sciences courses, students learn to understand and be familiar with the human social condition. By examining the dispositions, traditions, and bodies of knowledge associated with analyzing and/or explaining past and contemporary expressions of cultural beliefs, behaviors, and experiences, students gain understanding of human social decisions and are prepared to appreciate human potential. In CS courses, students will:

1. Learn about the diversity of human experience by examining the dynamic effects of demographic, geo-political, linguistic, social, psychological, criminal, economic, cultural, and/or religious aspects of human existence in a contemporary or historical context.
2. Learn to integrate information gained through courses in this area into social decision making.
3. Gain an appreciation of how public policy is shaped through contemporary circumstances in such fields as education, health care, cultural resource protection, rural and urban development, criminal and civil law, economic development, energy policy, national safety, science policy, and global issues.
4. Develop skills in the social sciences that will allow students to analyze, shape, and adapt to future circumstances.
5. Through appropriate analysis, classroom exercises and activities outside the classroom, develop sensitivity to, and appreciation for human potential, traditional practices and beliefs, development patterns, and systems in socio-cultural context.

In order to fulfill the CS requirement, a student must complete three credit hours of humanities course work. For more information on CS courses, please see general USP category descriptions.

Course Prefix & Number: AIST 1000
Credit Hours: 3

Course Title: Foundations in American Indian Studies

*Please attach a detailed course syllabus that includes the objectives or outcomes for the course and the means to assess the extent that students reach them.*

List any prerequisites:

1. Using information from the syllabus, please describe how this course meets the learning goals (outcomes) and criteria for the CS category.
   A. Describe how students will learn about the diversity of human experience by examining the dynamic effects of demographic, geo-political, linguistic, social, psychological, criminal, economic, cultural, and/or religious aspects of human existence in a contemporary or historical context.
Through a series of lectures, readings, film viewings, discussions, and close following of contemporary media, students will become familiar with the variety of historical and contemporary Native societies, contemporary issues, and the importance of dialogue with Native peoples in the present.

B. How will students integrate information gained through courses in this area into social decision making?

Using information learned in this class, students will write six response papers and complete two essay exams based on assigned readings, lectures, media presentations, and the students’ explorations of portrayals of American Indians in the contemporary media. The writings students will complete will require them to understand various social issues involving American Indian communities and individuals, take positions on those issues, and intelligently explain and defend their positions. This work will help students understand and experience their responsibilities as society members. The class content will give the students accurate information they will need to engage confidently in social decisions, especially those that involve American Indian peoples.

C. How will students gain an appreciation of how public policy is shaped through contemporary circumstances in such fields as education, health care, cultural resource protection, rural and urban development, criminal and civil law, economic development, energy policy, national safety, science policy, and global issues?

Students will gain a definite appreciation for how and why public policy has been shaped and continues to be shaped with regard to American Indian societies. Students in this class will learn how American Indian nations are unique political entities with a special and particular relationship to states and the federal government.

D. How will students develop skills in the social sciences that will allow students to analyze, shape, and adapt to future circumstances?

Students will learn how to collect, analyze, and use social science information so that they can better understand the place of American Indian peoples in America and the place of America in the lives of Native nations, historically and contemporarily. Students will use this
new knowledge and understanding to help shape contemporary and future social life.

E. Through appropriate analysis, classroom exercises and activities outside the classroom, how will students develop sensitivity to, and appreciation for human potential, traditional practices and beliefs, development patterns, and systems in socio-cultural context?

For most students, the sensitivity and appreciation described here will be developed through relationships with American Indian people and communities. Many students will be reading works by Native authors, watching films created by Native writers and directors, and meeting Native lecturers for the first time. These interactions with Native persons and the diverse tribal communities they represent will help students develop sensitivity for human potential, traditional practices and beliefs, development patterns, and systems in socio-cultural context.

F. How will this course significantly address the histories, contemporary circumstance, and/or future prospects of human socio-cultural existence?

This course will significantly address these issues through assigned readings, lectures, media presentations, class discussions.

G. What methods will be employed in this course that will embrace the human social experience, promoting appreciation, explanation, and understanding of this complex field of inquiry?

Class lectures, discussions, reading assignments, guest speakers, possible field trips, media presentations, writing experiences.

2. Explain how the assessment method(s) used for this course demonstrate student achievement of the learning outcomes for the CS category. Explain how this assessment might provide information that can be used to improve accomplishment of desired learning outcomes.

Written essays will serve as the primary assessment method in this course. These writing exercises will allow students to express their knowledge of the diversity of Indian tribal experiences as a result of dynamic historical, social, and political factors; will allow students to explain how public policy regarding American Indians has been shaped; will require students to integrate information gained in this course into
social decisions.

3. Does this course include an embedded USP component? Yes
   A. If yes, which embeddable component is included, and how are the
      outcomes of the embedded component appropriately addressed in the
      course proposal?
      This course includes the Diversity component. Course content will
      include information about Native American identity including the unique
      political status of Indian nations and ethnic bonds of tribal
      peoples. This course will encourage students to thoughtfully
      examine their own identities, values, and beliefs.

4. What other factors should the committee consider?
Cultural Diversity in the United States (D)

In order to function in a diverse U. S. culture, students should gain a recognition and understanding of the continuing importance of elements of identity even as they come to be aware of how historically contingent and unstable these elements are. Knowledge of influences such as race, class, ethnicity, gender, disability, sexual orientation, religion, and age will offer students a variety of means to understand U. S. behaviors, institutions, values, and beliefs. Cultural Diversity in the U.S. courses should address the following:

1. An appreciation of how the diversity of the constituent cultural traditions of the United States have shaped and continue to shape identity and national experience.
2. An understanding of how diverse values, attitudes, worldviews, and aesthetic traditions in the United States are shaped by selected viewpoints emanating from elements such as race, class, ethnicity, gender, disability, sexual orientation, religion, and age.
3. An ability to critically examine personal values, attitudes, and cultural identities.

Appropriate courses will focus on themes or issues in United States history, society, or culture, and on theoretical or analytical issues relevant to understanding race, culture, ethnicity, gender, disability, sexual orientation, religion, and age in U. S. society. D courses should help students to understand the relationship between contemporary and historical experience.

Course Prefix and Number: AIST 1000 
Credit Hours: 3

Course Title: Foundations in American Indian Studies

Please attach a detailed course syllabus that includes the objectives or outcomes for the course and the means to assess the extent that students reach them.

List any prerequisites:

1. Using information from the syllabus, please describe how this course meets the learning goals (outcomes) and criteria for the D category by answering the following questions:

A. Describe how students will gain an appreciation of how the diversity of the constituent cultural traditions of the United States have shaped and continue to shape identity and national experience.

Students will learn how tribal peoples understand and promote their unique tribal identities and how these tribal identities are understood by Native peoples in relation to ethnic and political identities of other
groups in the U.S. and the world.

B. How will students develop an understanding of how diverse values, attitudes, worldviews, and aesthetic traditions in the United States are shaped by selected viewpoints emanating from elements such as race, class, ethnicity, gender, disability, sexual orientation, religion, and age?

Students will read works by Native American authors, creative writers as well as scholarly writers. These writers will explain how tribal identities, worldviews, and aesthetic traditions have evolved from and continue to be influenced by concepts of sovereignty, relatedness, community, and reciprocity that are inherent in Native languages, religious beliefs, family systems, and systems of governance.

C. How will students develop the ability to critically examine personal values, attitudes, and cultural identities?

Students will develop this ability through assigned readings, relationships with Native teachers and guest speakers, possible field trips to Native communities, and through assigned papers that require personal reflection.

D. How will this course focus on themes or issues in United States history, society, or culture, and on theoretical or analytical issues relevant to understanding race, culture, ethnicity, gender, disability, sexual orientation, religion, and age in U.S. society?

This course will focus on these issues through assigned readings, lectures, media presentations, and writing assignments.

2. Explain how the assessment method(s) used for this course demonstrate student achievement of the learning outcomes for the D category. Explain how this assessment might provide information that can be used to improve accomplishment of desired learning outcomes.

Written essays will serve as the primary assessment method in this course. These writing exercises will allow students to express their knowledge of the diversity of Indian tribal experiences as a result of dynamic historical, social, and political factors; will allow students to explain how tribal political and ethnic identities have been shaped by and themselves shape the American experience; will help students understand how the experiences and beliefs of Native peoples are distinct in many ways.
3. What other factors should the committee consider?
Sure, the number change is fine. This is a different class than the one at CWC, so the number should be different.

For your course proposal in AIST 1000, you need to choose a different number. Audrey wants you to use 1001. CWC in Riverton already uses the 1000 number.
A name change is not sufficient, there must be a different number as well. We will hold this until we hear from you that these changes are ok with you.

Sue Woirhaye
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