Native American and Indigenous Studies (NAIS) Minor Proposal

Background for a Native American and Indigenous Studies Minor

In response to recommendations made by the John Evans Steering Committee and Native American Outreach and Inclusion Task Force (NAOITF), the Center for Native American and Indigenous Studies (CNAIR) proposes to establish an interdisciplinary minor in Native American and Indigenous Studies (NAIS). The Steering Committee and NAOITF recommendations emerged from a directive related to the University’s stated desire to redress past wrongs and promote a legacy of diversity and inclusion. The establishment of a NAIS minor addresses a key NAOITF recommendation (f): “Through faculty associated with the center, determine a way to provide undergraduates with a certificate or minor in Indigenous Studies...”

Since its creation in 2017, CNAIR has built a foundation of faculty affiliates across 19 departments and campus units. These alliances, along with several senior and tenure-track junior faculty hires, have produced a stable environment for the establishment of a NAIS minor. CNAIR also has developed positive relationships with Chicago-area groups serving or emphasizing urban Indians. These include the American Indian Center of Chicago, the Mitchell Museum of the American Indian, the Chicago American Indian Community Collaborative, the Field Museum, the American Indian Association of Illinois, and the Newberry Library’s D’arcy McNickle Center for American Indian and Indigenous Studies. Further, CNAIR’s affiliates bring historic relationships and research partnerships with more than a dozen Native communities and organizations in the Great Lakes region. These relationships inform the community-based approach to which the Center is committed.

The faculty and staff of CNAIR believe a minor in Native American and Indigenous Studies aligns with the University’s commitment to diversity and inclusion and can be constructed within the “Weinberg Way” of active intellection using Weinberg’s four learning goals: observe, reflect, critique, express. Finally, this new minor reflects and supports CNAIR’s mission: to promote scholarship, teaching, learning, and artistic or cultural practices related to Native American and Indigenous communities, priorities, histories, and lifeways.
NAIS Program Goals

Observe, Critique, Reflect, Express:

• Concepts of sovereignty and self-determination; as well as how colonization impacted the individual, community, and political identities and health of Native American and Indigenous people

• Native American and Indigenous Studies (NAIS) theories and methodologies

• Scholarship about how Indigenous land, identity, and values inform Native American and Indigenous experiences and expressions

• Major events, social movements, artistic expression, and policies in Native American and Indigenous histories

• The dynamics between urban, rural, and reservation Native American and Indigenous experiences and how those dynamics are communicated through mobility, storytelling and oral traditions

• Native American and Indigenous historical and contemporary experiences within a global context

Organization

The NAIS minor requires six courses that align with the proposed Weinberg learning strategies (observe, critique, reflect, and express) and incorporate CNAIR’s mission: To advance scholarship, teaching, learning, and artistic or cultural practices related to Native American and Indigenous communities, priorities, histories, and life ways. Whenever possible NAIS courses should reflect reciprocity and incorporate Indigenous methodologies, Native voices, and tribal or urban community collaborations. The minor builds from introductory foundational courses.

Students choose:

ONE foundational course (see note below about “emerging curriculum”):
  • SOC 277-0 Introduction to Native American Studies
  • ENGLISH 274-0 Introduction to Native American and Indigenous Literatures
TWO courses from Creative Expression or Social Worlds

Creative Expression (Literature, Dance, Music, Art, Theater)

- ART HIST 228-0 Introduction to Pre-Columbian Art
- ENGLISH 374-0 Topics in Native American & Indigenous Literatures

The Social World (History, Anthropology, Journalism, Sociology, Law, and Education)

- AF AM ST 214-0 Comparative Race and Ethnic Studies
- ANTHRO 311-0 Indians of North America
- RELIGION 260-0 Introduction to Native American Religions

TWO courses from Natural Worlds or Global Indigeneity

Natural Worlds (Science, Traditional Ecological Knowledge, Environmental Psychology, Political Science, Health, Medicine)

- POLI SCI 349-0 International Environmental Politics
- PSYCH/ENVR POL 332-0 Native Americans and Environmental Decision Making
- GBL HLTH 305-0 Global Health and Indigenous Medicine
Global Indigeneity, Intercultural, Latinx Studies

- ANTHRO 328-0 The Maya
- SPANISH 361-0 Latin America: Studies in Culture & Society
- SPANISH 397-0 Topics in Latin American, Latino and Latina, and Iberian Literatures and Cultures

**ONE course elective**
One course elective at an advanced level (from any of NAIS’s four scholarly directions), independent study, or capstone project in a contributing department or program (identified above) and approved by the CNAIR Curriculum Committee completes the six-course minor.

**Emerging Curriculum**
Since 2017 new faculty and new NAIS courses have been added at Northwestern. These classes, which are expected to soon receive permanent numbers, will become critical assets in the NAIS minor. They include:

**Foundational Course additions**
- HIST 393-0 Topics in History: *Red Power, Indigenous Resistance in the US and Canada, 1887-present*

**Social Worlds additions**
- HIST 200-0-22  Introduction to Native American History
- HUM 210-0 Genocide, Resistance, Resurgence: Native Peoples
- Hist 370-4-20 “Real Indians: Indigeneity and the Authenticity Problem
- JOUR 302-0 Media History: Power, Protest and Passion – *Media History and the Native American Experience*
- JOUR 390-0 Special Topics: *Native American Environmental Issues and the Media*
- LEGAL ST 376-0 Topics in Legal Studies: *Development of American Indian Law and Policy*

**Natural Worlds additions**
- GBL HLTH 390-0 Native American Health
Substitutions

Occasional offerings under variable topics course headers may be used in substitution for certain of the requirements when the particular offering is appropriate. Some recent examples are listed below.

- Creative Expression substitutes
  - ENGLISH 313-0 Introduction to Fiction: *Protest and the Native American Novel*
  - ENGLISH 378-0 Studies in American Literature: *Native American Literature: Place and Historical Memory*

- Natural Worlds substitutes
  - POLI SCI 395-0 Political Research Seminar: *Global Environmental Justice*
  - ANTHRO 390-0 Topics in Anthropology: *Land, Identity and the Sacred*

- Global Indigeneity substitutes
  - ASIAN AM 276-0 Topics in Literary and Culture Studies: *Pacific Islanders*

Assessment Plan for NAIS Minor

This Assessment Plan incorporates both the proposed “Weinberg Way” learning goals: Observe, Critique, Reflect, Express, as well as the programs goals outlined in the NAIS program goals document. It uses an Indigenous Studies rubric centered within a construct of land and identity—anchored by three foundational courses (including the "emerging History 393 class)—and oriented toward four scholarly directions: Creative Expression, Social Worlds; Natural Worlds; and Global Indigeneities. Students are required to take one of two foundational courses; two courses from either the Creative Expression or Social Worlds direction; two courses from either the Natural Worlds or Global Indigeneities direction; and one advanced elective from any scholarly direction for a total of six classes.

It is expected that learning objectives developed by instructors teaching one of the three foundational courses will align with NAIS program goals. Class assignments will assess how students are able to observe, critique, reflect and express concepts such as Indigenous sovereignty and colonialism. They will have
a basic understanding of how settlers displaced indigenous people and impacted Indigenous cultures and how Indigenous nations and communities responded to these changes. They should be able to identity major historical events, social movements, and creative expression in Native American and Indigenous history and recognize the differences between urban, rural, and reservation experiences (see Assessment Rubric).

As students move in one or more scholarly direction, the expectation is that they will acquire more sophisticated knowledge about Indigenous artistic and cultural practices related to Native American and Indigenous communities, priorities, histories, and lifeways. Class assignments that ask students to move beyond observation and identification are appropriate. These may reflect the interdisciplinary and holistic nature of Native American and Indigenous Studies; they may explore and express oral traditions; or they may be collaborative projects that reflect the community-engaged scholarship commitment of CNAIR. The Center expects to provide support for internships and capstones that require research, travel, and engagement with Chicago organizations.

The student’s final course within any of the four scholarly directions should be an upper-level course, independent study or capstone project. Assignments, projects, and experiences at this level should inform or enhance advanced knowledge acquired within Native American and Indigenous Studies. Faculty develop assessments for their own classes in alignment with NAIS program goals. It should be noted that not every class will align with every NAIS program goal and not every assignment will align with every course learning objective.

Each candidate for a NAIS minor will be required to write an essay of approximately 750-1000 words that provides the following:

- Why they enrolled in the NAIS minor
- What courses they took
- How each class related to one or more of the NAIS program goals
- A summary of their experience with NAIS

In this way, our Indigenous assessment model provides both formative and summative evaluation of whether learning objectives have been attained.
# NAIS MINOR
The 4 Academic Directions

## Creative Expression
- Literature, Art, Music, Dance, Ceremony
  - ENG 274 Introduction to Native American & Indigenous literature
  - ART HIST 228 Pre-Columbian Art
  - ENG 313 Introduction to Fiction: (Nat Am) ENG 374 Topics in Native American & Indigenous literature
  - ENG 378 Studies in American Literature: Nat. Am Lit

## Foundational
- Express
  - ANTHRO 328 The Maya
  - ASIAN AM 276 Topics in Literary and Culture Studies: Pacific Islanders
  - SPAN 361 Latin America: Studies in Culture & Society
  - SPAN 397 Topics in Latin American, Latino and Latina, and Iberian Literatures and Cultures

## Express
- Observe
  - SOCI 101 Introduction to Native American Studies
  - ENG 274 Introduction to Native Literature
  - HIS 393 Topics in History (Nat Am)

## Critique
- Reflect
  - CRITIQUE
  - ANTHRO 311 Indians of North America
  - AFRO AM Comparative Race and Ethnic Studies
  - HIST 393 Topics in History (Nat Am)
  - JOURN 301 Media History: Urban Indians
  - JOURN 390 Special Topics: Nat. Amer. Environ Issues
  - LEGAL ST 376 Topics in Legal Studies: Amer. Ind Law
  - RELIG 260 Intro to Native American Religions

## Natural Worlds
- Social Worlds
  - (Anthropology, History, Law, Policy, Media, Sociology, Psychology, Education)

## Global Indigeneities (transnational, intercultural)
- REFLECT
  - POLI SCI 349 International Environmental Politics
  - POLI SCI 395 Global Environmental Justice
  - PSYCH/ENVIR POL 332 Native Americans and Environmental Decision Making
  - ANTHRO 390 Topics in Anthropology: Land, Identity, and the Sacred
  - GBL HLTH 305 Global Health and Indigenous Medicine
# Learning Assessment Rubric
## Native American and Indigenous Studies Minor
### PROGRAM Goals and Courses

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<tr>
<th>EXAMPLE</th>
<th>PROGRAM Learning Goals</th>
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<tr>
<td><strong>Course</strong>&lt;br&gt;<strong>(Courses should align with at least one of the program learning goals)</strong>&lt;br&gt;<em>Please check the learning goal(S) with which your course aligns. Your course most likely will not align with each goal.</em></td>
<td>(Observe, Reflect, Critique, Express)</td>
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<tr>
<td>#1: JOUR 390-0 Special Topics: Native American Environmental Issues and the Media</td>
<td>1. Sovereignty and self-determination and how colonization impacted the individual, community, and political identities and health of Native American and Indigenous people&lt;br&gt;2. Native American and Indigenous theories and methodologies&lt;br&gt;3. Indigenous land, identity, and values inform Native American and Indigenous experiences and expressions&lt;br&gt;4. Major events, social movements, artistic expression, and policies in Native American and Indigenous histories&lt;br&gt;5. The dynamics between urban, rural, and reservation Native American and Indigenous experiences and how those dynamics are communicated through storytelling and the oral tradition&lt;br&gt;6. Native American and Indigenous historical and contemporary experiences within a global context</td>
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## Learning Assessment Rubric

### Native American and Indigenous Studies Minor

#### COURSE Learning Objectives and Assessments

### EXAMPLE

**Assignments**
( quizzes, exams, homework, experiences, etc. )

*Please check the learning objective(s) with which each assignment aligns. Each assignment most likely will not align with each objective.

### COURSE Learning Objectives

**Journalism 390-0 Special Topics:**
Native American Environmental Issues and the Media

Observe, reflect, critique and communicate:

- How tribal sovereignty and treaty rights inform contemporary environmental issues.
- How source selection, bias, and framing affect mainstream and tribal media coverage of Native American environmental issues.
- Intercultural knowledge and competence through a final project that explores the intersection of Native environmental issues and the media.

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### #1: DAPL Music Video Reflection

In an expository essay of between 300 and 500 words, synthesize and analyze the *Stand Up/Stand N Rock* music video. What narrative tools and production techniques does it use to communicate its "No DAPL" perspective? What visual or narrative evidence in the video speaks to tribal sovereignty or self-determination? Who is the audience for this video and what is its call-to-action? How effective is the video?
**#2: Oneida Nation Visit:**

Service Learning Weekend Visit to the Oneida Nation to help members of the White Corn Cooperative with picking, shucking, and braiding corn. This is an opportunity to share food and stories with Oneida community members and elders, learn about food sovereignty, and explore environmental issues.

a) Write a reflection essay of approximately 750 words (2-3 pages of double-spaced 12-point font) about your visit to the Oneida Nation Reservation. In the first 500 words, reflect upon what you knew about Native Americans and *expected* to see at Oneida and how similar or different it was to your actual experience. Describe the people and activities you found to be most memorable and why they made an impression upon you. In the final 250 words, based on your Oneida experience, which Native American environmental issue do you think would make a good news story and why? How would you pitch it to an editor? How would you frame it and ideally who would you interview?

b) If are unable to make the Oneida field trip, your alternate assignment involves watching and analyzing POSOH, a documentary about the traditional practices of the Oneida people. In an essay of approximately 750 words (2-3 pages of double-spaced 12-point font), reflect upon the sources the filmmaker used in the documentary. Why were they chosen? How credible were they? What were the main themes they attempted to convey? How successful were they? Also consider the technical elements (music, graphics, camera angles, editing pace) used to drive the narrative. Why did the filmmaker make the choices he made? How successful was he? Finally, consider the audience for this film. Who was this film made for and why?
#3: “Farms not Factories” essay: In an essay of approximately 350 words, compare and contrast the two "Farms Not Factories" videos (links above) on this week’s module (the voice-over narrative pieces by Mike Wiggins, Chair of the Bad River Band of Lake Superior Ojibwe, and Deb Lewis, the Mayor of Ashland). You could focus on themes and framing and explore how the two videos are similar or different OR you might explore the technical elements—videography, edit pace, music, etc. Who do you think the audiences for these videos and how effective do you think they are?

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#4: Midterm Exam (four essay questions)

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#5 “Urban Rap” video: In an essay of approximately 500 words, analyze the music video, "Prayers in a Song" by Tall Paul (see link above). Identify three major themes in the video and describe how the filmmaker visually reinforced them, paying attention to lighting, camera angles and movement, editing pace, and music. Who is the audience for this video? Why? How well do you think the filmmaker reached his audience?

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#6 Final Project: Your final project should explore a topic that falls within the context of Native American environmental issues and the media and plays to your strength as a journalist. It can be a longer-length feature story for a newspaper or magazine or an audio podcast. Maybe you’d prefer to create a website and blog.

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about an issue or explore it as a video news report. Remember, cities are environments too. So, stories that connect to land loss, identity, and housing may be rich topics for a final project. Stories about casinos or mascots generally do not fall within the parameters of acceptable final topics (unless they have a direct connection to the environment).

If you are not a journalist, you may propose an alternative final project that aligns with the learning objectives of this course and allows you to stay within your discipline or research interests.

Please discuss your topic choice with me before you commit to it as I might be able to provide you with resources.