Proposal for a New Minor Program
Proposed Minor: Native American Studies
Revised February 2013 by Brian Klopotek
College/School: CAS
Department: Ethnic Studies
CIP Number: 050202
Anticipated Start Date: Fall 2013
1. Program Description
   a. CIP Number:

   050202

   b. Brief Overview:

   We propose to offer a minor in Native American Studies (NAS) at the University of Oregon, to be housed in the Department of Ethnic Studies. Native American Studies is an interdisciplinary field that uses multiple approaches from history, anthropology, law, literature, ethnic studies, and other disciplines to understand contemporary Native American lives, examining Native American identities, practices, histories, cultures, and political statuses in context from the earliest times until the present. Academically, the central goal of the minor in Native American Studies is to inform students about the unique place of tribes in the state-tribal-federal intergovernmental matrix and about the myriad distinct issues Native peoples of the United States face, from language and cultural protection to environmental issues to economic development and beyond. Most Americans are only vaguely aware of tribal governments and how they fit into other governmental structures, and even fewer have contemplated what limited forms of tribal sovereignty say about American democratic ideals. In a state with nine federally recognized indigenous nations and a Native American population 50% higher proportionally than the national average, this is critical information for future leaders in all fields. The NAS minor complements many other programs in that it provides access to epistemologies and ways of life that are part of the heritage and future of this state and this nation. A minor in Native American Studies will help create a better-informed student body and a better-informed citizenry for the state.

   The first Native American Studies programs were established at University of Minnesota, UC-Davis, UCLA, UC-Berkeley, and Dartmouth College in the late 1960s, and the field has since that time expanded enormously. Native American studies has been committed to Native American nation-building, community-building, and wellness as driving goals since its inception, a tradition that will be maintained at the University of Oregon. The primary professional organization of the field is the Native American and Indigenous Studies Association, though Native American studies scholars find homes in many other academic organizations, as well.

   In addition to the academic rationale for examining the unique political status, histories, and epistemologies of peoples indigenous to the United States, by gathering together all the classes we have under the auspices of a Native American studies minor, the University of Oregon will significantly augment our visibility in—and service to—Native American communities and individuals at a very low cost. A minor provides gathering places, multiple forums for Native
students and faculty to find one another and do work in service to Native American communities, and at the same time helps orient Native students to campus and the role of the academy in Native life. The minor would contribute to our goals of building cohorts among Native students and intellectual community among undergraduates, graduate students, faculty, staff, and administrators interested in Native American studies.

The minor in Native American studies is intended to benefit every student at the University of Oregon. Cultural diversity is akin to biodiversity: the more cultural and historical material we have to draw on in our search for human wellness, the better our chances of survival are in the many challenges that face us. By understanding the ways different communities have successfully adapted to the world around them in ways that have perpetuated life and wellness, we gain access to new ways of thinking about critical problems of the 21st century and beyond. In that sense, as ever, the field of Native American studies is for everybody.

c. Course of Study:

The Native American Studies minor will require 7 classes (28 credits), 4 of which (16 credits) must be upper division classes. At least 16 credits must be taken in residence at the University of Oregon. The University of Oregon currently offers all of the classes listed below unless otherwise noted, so no new classes are necessary for the implementation of the minor.

The minor will require that students take ES 256 Introduction to Native American Studies, which is taught every year, sometimes multiple times a year. Articulation agreements between the University of Oregon and Lane Community College already govern the transfer of lower division credits. LCC's Ethnic Studies 241, 242, or 243 will fulfill the ES 256 requirement for NAS minors.

Up to 4 credits may be counted toward the minor from a list of related classes that fall outside the core of Native American Studies but which focus on other issues closely related to the field. As stated above, a general focus on understanding the unique political, historical, and cultural status of contemporary indigenous peoples within the United States distinguishes Native American Studies courses (see NAS course list below) from those that simply have Native American content. Those that fall outside the core are typically those that focus on indigenous peoples elsewhere or solely on Native American archaeological investigations. The Native American studies advisory committee will review which classes belong on each list on an annual basis. Minors must fulfill a distribution requirement, taking at least one class each from the following groups:

Group 1) culture, language, and education

Group 2) law, policy, governance, and history

Group 3) literature, media, and the arts.

One class counting toward the minor must be focused on Oregon Indians.
The minor has a special relationship with Native American language instruction. While the minor will not require that students take a Native American language class, they will certainly be encouraged to do so through the Group 1 requirement and advising. Native languages in Oregon are deeply endangered, and many are no longer spoken. Languages contain vital cultural knowledge and worldviews within them, though, so even though our goal is to encourage students to become fully proficient in Native languages, even a single term of Native language instruction will be enlightening for them and help reveal and retain some of the cultural knowledge within those languages.

The University of Oregon has a valuable resource in the Northwest Indian Language Institute (NILI), which "provides Native language teachers and community members with training in language teaching, materials and curriculum development, benchmarks creation, and linguistics. With tribal partners, NILI supports and strengthens language preservation efforts by establishing collaborative, ongoing projects [that] meet the specific needs and desires of each language community." (NILI website). Because of the work of NILI and its partners, the University of Oregon is currently the only higher education institution where Sahaptin language is offered. Spoken by the Umatilla and Yakama tribes, among others, Sahaptin (suh-HAP-tin) is a heritage language for Native peoples of Oregon (and by extension for the state of Oregon), so our minor has a special obligation to support the Sahaptin language program as much as possible. Furthermore, Chinuk Wawa, a trade language from the area around the mouth of the Columbia River that has been identified as a heritage language by the tribes of the Grand Ronde and Siletz Indian Reservations, is taught every year at Lane Community College, and a number of students use it to fulfill their language requirement at the University of Oregon. Only 8 lower division credits can count toward the minor (in addition the 4 credits from ES 256), so there is a cap on how many language classes can count toward the minor, thus ensuring that students can use their language classes as part of a well rounded interdisciplinary education in Native American studies.

Grades must be mid-C or higher to count toward the minor.
Course numbers and distribution (all classes 4 credits unless otherwise noted):
*denotes that class fulfills "Oregon Tribes" distribution requirement.
Classes in **bold** are offered annually or bi-annually

**Core Classes**

*Required of all minors:*

**ES 256 Introduction to Native American Studies**

**Group 1:** culture, language, and education

**EDST 456/556 Equal Opportunity: Colonization and Genocide**
**ANTH 410/510 Experimental Course: Working with Oregon Tribes** *
**ANTH 310 Exploring Other Cultures: [Topic: Oregon Indians]** *
**ANTH 320 Native North Americans**
**LT 199 Special Studies: Sahaptin Language** *
**AIL 101-103, 201-203: Chinuk Wawa (LCC)** *
**LT 199 Special Studies: Tolowa and Lushootseed language self/guided study** *
**LING 332 Oregon's Indigenous Languages (new in Spring 2013)** *
**PHIL 451/551 Native American Philosophy**

**Group 2:** law, policy, governance, and history

**ES 407/507 Seminar: Native American Ethnohistory**
**ES 399 Special Studies: Native American-African American Relations**
**ES 456/556 History of Native American Education**
**ES 399 Special Studies: Native Americans and Environmentalism**
**HIST 407 Seminar: Indian Nations in the United States**
**HIST 468 American Indian History: Pacific Northwest** *
**HIST 469/569 American Indian History: [Topic - Plains Indian History]**
**HIST 469/569 American Indian History: [Topic- Black Elk Speaks]**
**HIST 469/569 American Indian History: [Topic - American Indian Treaties]**
**HIST 399 Special Studies: Pacific Northwest Indians** *
**PS 410 (number may change): American Indian Politics (proposed 2013-14)**

**Group 3:** literature, media, and the arts.

**ES 370: Race, Ethnicity, and Cinema: [Topic: Native Americans and Film]**
**ENG 244 Intro to Native American Literature**
**ENG 361 Native American Writers**
**ENG 468: Ethnic Literature [Topic: Native American Literature]**
**TA 472/572 Multicultural Theater: [Topic: Native American Theater]** (every other year)
**J 412/512 Issues in Communication Studies: [Topic - American Indians and the Media]**
Related classes (up to 4 credits total can be counted toward the minor):

**Group 1 (related classes): culture, language, and education**
ANTH 310 Exploring Other Cultures: [Topic: Indigenous Immigrants in Oregon]
ANTH 344: Oregon Archaeology*
ANTH 433: Native Central Americans
ANTH 434/534: Native South Americans
ANTH 442: Northwest Coast Archaeology
ANTH 443/543: North American Archaeology

**Group 2 (related classes): law, policy, governance, and history**
HIST 482: Latin America's Indian Peoples

New classes to be included will be approved annually by the advisory committee.

d. **Program Delivery:**

Courses scheduled through normal channels. The minor will be administered through the Department of Ethnic Studies. A Native American studies faculty member will be selected by the NAS advisory committee to serve as primary advisor for all minors. All formal advising duties will be the responsibility of that advisor.

e. **Quality, Access, Diversity:**

Instruction will be reviewed through normal channels of departments offering courses. Native American Studies will attract a diverse student body by virtue of the subject matter. Classes will follow all standard University protocols to assure equality of access to students regardless of race, gender, sexuality, dis/ability, religion, or creed.

f. **Anticipated fall term headcount and FTE enrollment:**

It is difficult to predict how many minors will enroll immediately. We anticipate 10-20 in the first year, though having high numbers of minors is not the sole function of having a minor. The visibility of the minor serves the university in other ways, particularly in recruitment and retention of Native American students, faculty, and staff and enhancement of relations with Oregon tribes, and through building awareness of critical and understudied elements of the US political system and Native American issues among the general population.

g. **Expected degrees produced over the next five years:**

5-10 new minors per year, based on formal and informal conversations with Native students and other interested students.

h. **Characteristics of students to be served:**
We anticipate a high proportion of Native American students being served by the minor in comparison with other academic programs at the University of Oregon. Because of the characteristics of the Native American student population, we also expect that this will result in a high proportion of non-traditional students.

i. Adequacy of faculty:

We have five tenured or tenure-track faculty with primary interests in Native American Studies (totaling 4.5FTE), in addition to two occasional instructors of Native American Studies classes, additional tenured and tenure-track faculty teaching related courses with significant interests in Native American Studies (approximately 8.0 FTE), and partners from the Northwest Indian Language Institute (NILI):

Tenured or tenure-track faculty with primary interests in NAS:
CHiXapkaid Pavel* (Skokomish), Professor of Education
Brian Klopotek* (Choctaw) Associate Professor of Ethnic Studies
Kirby Brown* (Cherokee), Assistant Professor of English
Jeff Ostler*, Professor of History
Theresa O'Neill, Professor of Anthropology

Occasional Instructors in Native American studies:
Tom Ball* (Modoc, Klamath), Assistant Vice President for Equity and Inclusion
Alison Ball* (Colville), Director, Sapsik'wala Project, College of Education

Additional faculty teaching related classes with significant interests in NAS:
Theresa May, Professor Theatre Arts
Debra Merskin, Professor of Journalism
Madonna Moss, Professor of Anthropology
Kari Norgaard, Professor of Sociology
Scott Pratt, Professor of Philosophy
Lynn Stephen, Professor of Anthropology
Matthew Dennis, Professor of History
Marsha Weisiger, Professor of History
Burke Hendrix, Assistant Professor of Political Science

Additional Native Strategic Initiative Partners
Janne Underinner, Director, Northwest Indian Language Institute
Marnie Atkins (Wiyot), NILI part-time assistant and graduate student in Department of Anthropology

j. Faculty resources (see above)

k. Other staff

Tom Ball (Modoc, Klamath), Assistant Vice President for Equity and Inclusion
1. Facilities, Library, and Other Resources

The Native American Studies minor will be housed in the Ethnic Studies Department, meaning that the Administrative Assistant of Ethnic Studies will have more duties. Given that she is already in need of additional office support, we would like to request a modest amount of funding be given to the department to support the additional administrative costs of a new minor. The University of Oregon Libraries have an adequate general collection of books at present. We hold an outstanding historical archive called the Southwest Oregon Research Project (SWORP), which contains thousands of pages of photocopied materials from the National Archives that has been "repatriated" to Oregon so tribes here can have easy access to the material. The Many Nations Longhouse provides a gathering place for Native functions on the University of Oregon campus, and will likely continue to play that role for NAS functions.

m. Anticipated Start Date

Fall 2013

2. Relationship to Mission and Goals

a. Goals for access, student learning, research, scholarly work, and service

The minor in Native American Studies will make visible the University of Oregon's current academic offerings regarding Native American peoples. In so doing, it serves an invaluable recruitment and retention role for Native American students, faculty, and staff. Many Native community members have reported having no access whatsoever to academic knowledge about their tribes or any tribes during most of their education. It is hard to imagine a European American student facing the same issue at any educational institution. A minor in Native American Studies helps students find classes they are looking for in various departments that they may not otherwise know existed. It affirms the value of Native knowledge, governance, history, arts, and cultures. It provides access to a field of learning that has been widely available at other universities for decades. It builds an intellectual community of people with various roles in the university around Native American research and learning. It provides services to Oregon's tribes by directly educating tribal members who are students here as well as non-tribal members about tribal issues that are vital to their well-being. Building an informed citizenry of the state of Oregon is a central goal of the minor. Tribes have expressed great pleasure to know that the University of Oregon is finally following through on an idea that has been in the works for more than 30 years already.

b. Connection of the proposed program to the institution's strategic priorities
The minor supports a number of key initiatives at the University of Oregon. First, it supports the Native American Initiative instituted by President Dave Frohnmayer in 1998, designed to build strong relations between the University of Oregon and the nine federally recognized tribes of Oregon. Second, it supports the more recent Native American Strategic Initiative instituted by the Native American Faculty and Staff Group in collaboration with more than 30 other faculty and staff members across the University of Oregon. Through a series of meetings, this group has identified five key areas to focus our attention and develop capacities at the University of Oregon in service to Native students, Native communities, and the broader University of Oregon community. Briefly, those key areas are 1) retention and support of Native students, 2) development of governance, fundraising, and infrastructure for Native programming, 3) community outreach and tribal partnerships, 4) development of a Pacific Northwest tribal research center, and 5) implementation of a Native American studies program. Third, the minor supports The Americas in a Globalized World "Big Idea" program, which was designed to help students, staff, and faculty at the university to "see themselves from a hemispheric perspective," and to see "the United States' role as part of a larger community of nations and nation-states in the Western Hemisphere." Fourth, the university has invested much energy into environmental studies, both through the Environmental Studies Program and through the law school's Public Interest Environmental Law Conference and related activities. Native American tribes and activists have been at the forefront of many environmental issues through the years, making the fields particularly fertile for productive collaboration.

c. Relation to OUS goals for access, quality learning, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

As stated above, the minor in Native American Studies will contribute enormously to building stronger relations with the Native people of Oregon, an underserved population in need of better access to state institutions of higher education. It will provide new opportunities for intercultural understanding. It will build intellectual community by providing more forums for bringing students, faculty, and staff together. Cultural diversity is akin to biodiversity: the more cultural and historical material we have to draw on in our search for human wellness, the better our chances of survival are in the many challenges that face us. In that sense, education about the ways of thinking from multiple communities will provide more opportunities for innovation and knowledge creation as well as quality learning. To use one example, Native Americans have been at the forefront of environmental sustainability efforts, sometimes for very different reasons than European Americans. By understanding the ways different communities have successfully adapted to the environment around them in ways that have perpetuated life and wellness, and by understanding the cultural impact of environmental degradation, we gain access to new ways of thinking about critical problems of the 21st century and beyond.

d. Manner in which the program meets broad statewide needs and enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities

The minor in Native American Studies will help build a better government-to-government relationship between the State of Oregon and the nine federally recognized tribes through visibility and service. It will help train future employees of the tribes about broader issues for
tribes, whether they are employed in natural resource management, government affairs, or economic development issues. It will help train Oregon citizens and government employees about the tribal histories, cultures, and political status in a way that will improve state-tribal relations into the future.

3. Accreditation
   a. Accrediting body, if applicable

   Not applicable

4. Need
   a. Evidence of market demand

Tribes have been requesting Native American Studies programs at the University of Oregon for over 30 years. Students, faculty, and staff have spoken of it for years, as well. Focus groups of students, faculty, and staff have been conducted on the University of Oregon campus in 2007-20088 and 2011-2012 to gauge interest and gather information about what kind of Native American Studies program would best meet individual needs. Similarly, tribes have been invited to participate in shaping the program, and their input has been vital. In particular, we are trying to emphasize Oregon tribal issues within our classes and the minor as a result of responses we have received from tribal representatives.

The University of Oregon is a straggler in the Pacific Northwest and the PAC-12 in having no Native American Studies program. University of Washington has a Department of American Indian Studies with a major and a minor. UC-Berkeley has a stand-alone major and a concentration in NAS within their Ethnic Studies PhD program. UCLA has a major, a minor, an MA, and a joint JD/MA program. University of Arizona has a PhD program, a major, and a minor. Arizona State has a major and master's degree program. University of Utah has a minor. Stanford has a major and a minor. Within Oregon and the Pacific Northwest, Portland State has a minor in Indigenous Nations Studies. Evergreen State has a major in Native American and World Indigenous Peoples Studies. Southern Oregon University has a minor and a certificate in Native American Studies. Eastern Washington, Western Washington, University of Idaho, and Idaho State all have formal Native American studies minors, with MA programs at both Idaho institutions. Washington State has a Plateau Center for American Indian Studies. UC-Davis has a PhD in Native American Studies. University of Oregon has no Native American studies program to speak of. Notably, neither does Oregon State University. We have significant resources devoted to Native American studies here at the University of Oregon (see list of classes and faculty), but as it stands, our academic programming is largely invisible. At this point, it is actually embarrassing for the state of Oregon that neither our flagship institution nor our major land-grant institution has so much as a minor in Native American Studies, and it reflects quite poorly on our post-secondary education system.

b. Shared location validation

The location is not shared with any other OUS institution
c. Manner in which program would serve the need for improved educational attainment in the region and the state

Research has consistently shown that Native American students, especially students from reservation communities, have low educational attainment rates, with about 13% of American Indians 25 and over having college degrees, as compared to 31% for whites. Clearly, the education gap is a pressing concern for Oregon, for tribes, and for the United States. Research has also shown that having Native American programming on campuses has a beneficial impact on Native students, as does having Native American faculty and staff. Native American Studies will help the University of Oregon recruit and retain Native American students. Though this program is currently directed toward undergraduates, Native American graduate students have also reported that having a minor available on campus would improve campus social and intellectual climate for them, making them more likely to successfully complete their graduate education in a productive way at the University of Oregon.

d. Manner in which the program would address the civic and cultural demands of citizenship

One of the central goals of the minor in Native American Studies is to inform all students about the place of tribes in the state-tribal-national intergovernmental matrix, the trust status of tribes, the contours of tribal sovereignty, the features of tribal governance, and the myriad unique cultural issues tribes face, from language protection to environmental issues to economic development and so on. Creating a better informed citizenship is a central goal of the minor.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program

Students will be versed in the cultures, political statuses, histories, arts, literatures, social issues, and economic issues of the indigenous peoples of Oregon, the United States, and the Americas. They will be informed political, economic, and social decision-makers. They will have foundational training to begin careers in service to Native American tribes and communities.

b. Methods of assessing learning outcomes

The minor will have a faculty and staff advisory committee that will assess the learning objectives and outcomes of the minor regularly. The committee will consult students, faculty, staff, and tribes to determine the adequacy of the present course offerings for reaching the learning outcomes expressed above. Student progress toward completion of the minor will be assessed by the primary advisor in consultation with the student. Student success in each class will be assessed by the instructor of that class.

c. Program performance indicators

Advisory committee will continue to monitor student success rates and completion rates, and continue to consult with tribes to assess whether tribal needs and expectations are being met through the minor.
d. Nature and level of research success expected of faculty

Research to be monitored by home departments of faculty

6. Program Integration and Collaboration
a. Closely related programs in other OUS universities and Oregon private institutions

Our closest partnerships have historically been with Lane Community College. We will consult with Lane Community College faculty, in particular with James Florendo, Native American program director, regarding articulation agreements for the minor. Others will be examined on a case-by-case basis.

b. Ways in which the program complements other similar programs

Many University of Oregon students take Chinuk Wawa, a Native language class, at Lane Community College. The minor will count up to 8 credits of language class toward the requirements. Moreover, we will encourage our students to enroll in Native language classes at University of Oregon, especially the Sahaptin program, which has been both under-enrolled and desperately needed by the Sahaptin speaking tribes. We envision expanding collaborative relationships with Southern Oregon University and Portland State University that have been in development in other ways.

c. Reasons program may not be collaborating with existing similar programs

Not applicable

d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use

The NAS minor will likely add to the administrative load of Ethnic Studies Office Administrator, Donella-Elizabeth Alston. The Department of Ethnic Studies already feels she is overburdened and has been seeking funding to hire support personnel for her. Some additional office administrative support to offset the increased load for her would be appropriate. Otherwise, the minor will probably have a positive impact on Ethnic Studies enrollments, since it makes one of the department's standard classes a requirement for the new minor (Introduction to Native American Studies). The Department has been very supportive of the new minor in Native American Studies, recognizing the unique status of indigenous peoples in relation to the other peoples of the United States. The burden of advising and coordinating the advisory committee will likely fall mostly on the shoulders of one faculty member most of the time. This faculty member should be compensated for this extra burden with a modest stipend in salary or research funds.

7. Financial Sustainability

The minor does not require funds to be sustainable, though some small funding is suggested above.
8. **External Review**

Minors at the University of Oregon do not require external review, but will be monitored internally on a consistent basis.