

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: 12/20/2021

From: Crystal G. Herman, Interdisciplinary Proposal

Through: Dr. Sheppard & Dr, Campbell

Through: Dr. O'hearn, College of Liberal Arts

To: Andy Flex, Undergraduate Curriculum Committee

Proposal Title: Minor in Native American & Indigenous Studies

Given high interest from faculty and student organizations such, as ARISE, the College Of Liberal Arts would like to establish a minor in Native American & Indigenous Studies.

This new minor will support both the academic growth of our students and UTEP's Strategic Plan by addressing topics that are key to our region and as vital part of many of our faculty and student's lives.

This new minor will be that standard 18 credit hours. It will consist of two required courses: NAIS 2300: Introduction to Indigenous Studies, and NAIS 4300: Capstone in NAIS. It will also include a list of related course options that are cross-listed with other departments.

The finical impact of this new minor will be minimal as it primarily many courses, which are already being taught across the college, as well as classes which can be cross-listed with other departments.

This proposal also includes the creation of NAIS 2300 & 4300 as mentioned above as well as the creation of a dedicated course number for NAIS 4350: NAIS Special Topics.

CURRICULUM PROPOSAL

APPROVAL PAGE

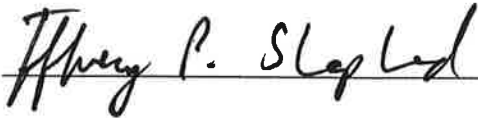
Proposal Title: Minor in NAIS

College: Liberal Arts

Department: History & Sociology

DEPARTMENT CHAIR- Dr. Shephard & Dr Campbell

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature

1-19-2022

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Crystal G. Herman

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.



Signature

1/19/22

Date

COLLEGE DEAN – Denis O'Hearn

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.



Signature

2/19/2022

Date

Catalog Copy for Minors

Program Name- Minor in Native American & Indigenous Studies

Program Description-

The study of Native American and Indigenous cultures, politics, governments, and identities in North and South America, and throughout the world. This course will also address important themes, theories, and concepts that are central to the field of Native American and Indigenous Studies.

Degree Requirements- Give a detailed description of degree requirements such as total number of SCH and minimum GPA.

Total SCH: 18 credit hours

Minimum GPA: 2.0

Required Courses:

NAIS 2300: Intro to Indigenous Studies
NAIS 4301: Capstone in NAIS

Elective Courses: 12 credits from the following

HIST 3323: American Indian History
HIST 3390: Special Topics (with advisor approval)
ANTH 3309: Mesoamerican Cultures
ANTH 3319: Indigenous Cultures of Latin America
ANTH 3320: Indigenous Cultures of North America
ANTH 3321: Indians of the Southwest
SOC 3320: Indig Cultures of North Amer.
ARTH 3340: Art of the United States
POLS 3324: Indigenous Law And Politics
HIST 3323: American Indian History
NAIS 4350: NAIS Special Topics

COURSE ADD

All fields below are required

College : Liberal Arts

Department : NAIS

Effective Term : Fall 2022

Rationale for adding the course:

Introductory course which is to be the foundation of a minor in Native American & Indigenous Studies

All fields below are required

Subject Prefix and # NAIS 2300

Title (29 characters or fewer): Intro to Indigenous Studies

Dept. Administrative Code : 1735

CIP Code

05.0202.00.01

American Indian/ Native American Studies

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

This required course serves as a foundation for the Minor in Native American and Indigenous Studies (NAIS). Drawing upon the U.S. – Mexico Borderlands, where Indigenous Peoples have lived for millennia, and moving outward to North and South America, and then the World, this course provides an introductory overview of key concepts, themes, theories, and ideas relevant for understanding Indigenous Peoples confrontations with modernity.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Please add keywords, words that are not already in the course description or title. This will help with course searches

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|------------|----------------------------|----------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |

- D Seminar
- E Independent Study
- F Private Lesson

- O Discussion or Review (Study Skills)
- P Specialized Instruction
- Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
N/A	N/A	N/A

Corequisite Course(s):
N/A

Equivalent Course(s):
N/A

Restrictions:	
Classification	N/A
Major	N/A

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COURSE ADD

All fields below are required

College : Liberal Arts

Department : NAIS

Effective Term : Fall 2022

Rationale for adding the course:

Introductory course which is to be the foundation of a minor in Native American & Indigenous Studies

All fields below are required

Subject Prefix and # NAIS 4301

Title (29 characters or fewer): Capstone in NAIS

Dept. Administrative Code : 1735

CIP Code 05.0202.00.01

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

This capstone course serves as the culminating experience for the NAIS minor. Students will design and implement a final project based on NAIS methodologies and principles. The project should reflect collaboration with Native community members and serve their needs while supporting the academic interests of the student. The project requires a writing component, but students may share their knowledge in a range of creative ways reflecting their individual perspectives, academic disciplinary strengths, and other factors.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Please add keywords, words that are not already in the course description or title. This will help with course searches

Types of Instruction (Schedule Type): Select all that apply

- A Lecture H Thesis
 B Laboratory I Dissertation

- C Practicum
- D Seminar
- E Independent Study
- F Private Lesson

- K Lecture/Lab Combined
- O Discussion or Review (Study Skills)
- P Specialized Instruction
- Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
N/A	N/A	N/A

Corequisite Course(s):
N/A

Equivalent Course(s):
N/A

Restrictions:	
Classification	N/A

Major	N/A
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COURSE ADD

All fields below are required

College : Liberal Arts

Department : NAIS

Effective Term : Fall 2022

Rationale for adding the course:

Special topics course for minor in Native American & Indigenous Studies

All fields below are required

Subject Prefix and # NAIS 4350

Title (29 characters or fewer): NAIS Special Topics

Dept. Administrative Code : 1735

CIP Code 05.0202.00.01

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement? 1

How many times may the course be taken for credit? (Please indicate 1-9 times): 3

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description and keywords (600 characters maximum):

Native American and Indigenous Studies, Special Topics (3-0) An examination of a relevant subject in Native American and Indigenous Studies from an interdisciplinary perspective. Topics will vary and will be drawn from cultural, social, and political economic aspects of Indigenous life and history; popular representations of Indigeneity; and the relationships between Indigenous and non-Indigenous societies and power groups. The course may be cross-listed with special topics in departments and programs of the College of Liberal Arts.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Keywords

Types of Instruction (Schedule Type): Select all that apply

- A Lecture H Thesis
 B Laboratory I Dissertation

Do not include cross-listing information in course description

- C Practicum
- D Seminar
- E Independent Study
- F Private Lesson

- K Lecture/Lab Combined
- O Discussion or Review (Study Skills)
- P Specialized Instruction
- Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): N/A

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
N/A	N/A	N/A

Corequisite Course(s):
N/A

Equivalent Course(s):
N/A

Restrictions:	
Classification	N/A

Major	N/A
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NAIS 2300: Introduction to Indigenous Studies

Instructor

Semester

Office hours

Email

Blackboard

Contact Information

Course Description

This required course serves as a foundation for the Minor in Native American and Indigenous Studies (NAIS). Drawing upon the U.S. – Mexico Borderlands, where Indigenous Peoples have lived for millennia, and moving outward to North and South America, and then the World, this course provides an introductory overview of key concepts, themes, theories, and ideas relevant for understanding Indigenous Peoples confrontations with modernity. Students will read key works that contextualize European and Indigenous systems of knowledge, critique notions of “history,” “progress,” and “research,” and that foreground Native perspectives on sovereignty, culture, and identity. Central to this course are the themes of decolonization, voice, and empowerment that form the core of global Indigenous movements of self-determination.

Course Learning Objectives

1. Students will develop critical reading and writing skills based on close examination of texts, audio and visual materials, and the completion of several writing assignments.
2. Students will engage in collaborative learning projects, practice communication skills, and learn to listen carefully to diverse perspectives and opinions.
3. Students will learn how to ground their critical thinking within Indigenous perspectives on common Western notions of knowledge, history, time, progress, and research
4. Students will learn about Indigenous peoples, cultures, and nations from the local to the international, that have propelled recent movements for sovereignty and self-determination
5. Students will learn basic elements of the unique historic, political, legal, and cultural relationships between Euro-American nation-states and Indigenous polities over time and space.

Required Readings

Linda Tuhiwah Smith. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd Edition. (Zed Books, 2012). ISBN-10: 1848139500

R. Aída Hernández Castillo, Suzi Hutchings, Brian Noble (Eds). *Transcontinental Dialogues: Activist Alliances with Indigenous Peoples of Canada, Mexico, and Australia*. (The University of Arizona Press, 2019) Open book (<https://uapress.arizona.edu/book/transcontinental-dialogues>)

Stephanie Nohelani Teves, Andrea Smith, Michelle Raheja (Eds). *Native Studies Keywords*. (The University of Arizona Press, 2015).

Additional essays, documents, videos, poetry, and other materials available via Blackboard

POLICIES & GENERAL ISSUES

Students with “special needs” must contact me immediately, and you may need to register with the [UTEP Center for Accommodations and Support Services](#). Students engaged in University sanctioned activities (sports, etc.) must provide written documentation if that participation interferes with this class. If you foresee non-school related situations, such as care for an elderly or sick family member, or

for your child, that will prohibit you from paying full attention to this course, contact me. You must submit assignments on the day they are due. You will lose one letter grade each day they are late.

Drop Policy

To drop this class, please contact the [Registrar's Office](#) to initiate the drop process. If you cannot complete this course for whatever reason, please contact me. If you do not, you are at risk of receiving an "F" for the course.

Student Code of Conduct and Guidelines for Online Etiquette

Students must follow the Student Academic Code of Conduct and the Handbook of Operating Procedures. Plagiarism, cheating, or other violations will be dealt with according to university guidelines stated in these materials attached here. Students in history classes must be particularly attentive to proper citation formats and the obligation to give credit to authors for their intellectual work. This means that if you use another person's idea, information, language, etc., you must "CITE" their work with quotations and/or a footnote/endnote. See the additional handouts for the precise format (Chicago Manual of Style). All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

In addition to proper citation format, avoiding plagiarism and cheating, and other issues, students must be respectful of each other and their opinions. One of the central goals of learning at a university is that we are exposed to new—even challenging and frustrating—viewpoints. Online chat forums, new social media platforms, and interpersonal interaction online in general has become very toxic. Unfortunately, some people feel emboldened to express not only anger, but hateful and violent viewpoints. This class must remain open and inclusive of different perspectives but we cannot tolerate language and behavior that promotes hateful, violent, racist, homophobic, or discriminatory agendas.

This class includes some very difficult topics, such as violence against Indigenous peoples and the creation of an international border that violates the human rights of cultures and nations that predate the creation of both Mexico and the U.S. Thus, some conversations will be difficult and some people may feel uncomfortable. Some discomfort is not necessarily the same thing as hateful and racist based on untrue stereotypes. For example, the idea that all Indians are drunks, is a racist stereotype.

We will use Blackboard to store materials for the class and as a forum for additional class discussion. Blackboard, however, is not a public internet venue; and all postings should be considered private and confidential. Whatever you post on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Assignments and Assessments (450 pts)

Each assignment is roughly associated with each of the five main sections of the class. Students are encouraged to utilize the widest possible range of evidence and examples (textual, audio, visual, etc) to support their brief papers, each of which will be (500 – 1000 words long), and worth 50 points for a grade. Assignments are due on the last day of the section. A few students will present their work from each section, so that every student will have presented something by the end of the semester.

Native American and Indigenous Studies Keywords

- Elaborating upon the terminologies deconstructed by Smith and Teves, et. al., students will reflect on the meaning of particular concepts central to the course. Students could, for example, choose “Blood Quantum” and summarize the chapters in either book, and find contemporary examples of the ways in which “blood” has been used historically and in the present throughout Indigenous affairs and relations with settler-colonial nation states.

Representation Critique

- This assignment requires students to find one visual representation of Indigenous peoples in the borderlands, and deconstruct its meanings on both popular and theoretical levels. Students may find a specific piece of art, part of a museum exhibit, sculpture, mural, etc. within the local community. Include a photo of the image.

Legal Analysis

- Students will read and analyze a particular court ruling, treaty, or other agreement between an Indigenous nation and a settler-colonial nation state. Students will contextualize the document, explain its benefits and liabilities to Indigenous people, and interpret its meaning and significance from the perspective of the Native group involved. This assignment must include either the full text of the document or a live link to the document.

Expressions of Cultural Sovereignty and Identity

- Students will write a brief biography, with visual images, textual quotes, and sound bites, focusing on a specific Indigenous author or artist.

Indigenous Rights Movements

- Students will write a brief paper about a contemporary Indigenous rights movement, flashpoint, incident, or struggle for justice. For example, MMIWG, Boarding Schools, Amazonian Indigenous peoples protesting deforestation, Apaches and Oak Flat, etc.

Community Profiles (100 pts)

- This project requires you to collaborate with classmates to learn about a particular community in the borderlands, and present what you learned to the class. These projects will be approximately 1250 – 1500 words, and focus on any self-identified Indigenous groups.

Participation and Attendance (100 pts)

- Attendance will be taken regularly (50 pts). Students must actively engage in class discussion and come to class prepared.

Course Schedule (Subject to Change)

Section One: Decolonization, Knowledge, History, and The West

Week 1

Week 2

Week 3

Section Two: Indigenous Governance, Sovereignty, and Self-Determination

Week 4

Week 5

Week 6

Section Three: Indigenous Cultures, Self-Representation, and Identities

Week 7

Week 8

Week 9

Section Four: Contemporary Global Indigenous Movements

Week 10

Week 11

Week 12

Section Five: Cross-Cultural Research Collaboration, Methods and Ethics

Week 13

Week 14

Week 15

Final Exam Period: Groups will present their collaborative community profiles.

NAIS 4300: Capstone Course

Instructor

Meeting times

Location

Office Hours

Contact Information

Course Description

This capstone course serves as the culminating experience for the NAIS minor. Based on preliminary conversations with faculty advisors, and previous coursework, students will design and implement a final project based on NAIS methodologies, theories, and principles. The project should reflect collaboration with Native community members and serve their needs while supporting the intellectual and academic interests of the student. The project requires a writing component, but students may share their knowledge in a range of creative ways reflecting their individual perspectives, academic disciplinary strengths, and other factors. Students will ground their projects in Indigenous intellectual frameworks and culturally relevant (and respectful) methodologies. Students will share these projects in a special event open to the public and accessible to Native community members.

Required Readings

Linda Tuhiwah Smith. *Decolonizing Methodologies: Research and Indigenous Peoples*. 2nd Edition. (Zed Books, 2012). ISBN-10: 1848139500

Margaret Kovach. *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. Second Edition. (The University of Toronto Press, 2021) ISBN-10: 1487525648

Wilson-Hokowhitu, Nālani, ed. *The Past Before Us: Mo'okū'auhau as Methodology*. (University of Hawaii Press, 2019). 9780824873394.

Recommended Readings & Resources

Jo-ann Archibald Q'um Q'um Xieem, Jenny Bol Jun Lee-Morgan, and Jason De Santolo (Editors). *Decolonizing Research: Indigenous Storywork as Methodology*. (Zed Books, 2019).

The Harvard Project on American Indian Economic Development (<https://hpaied.org/>)

Walter, Maggie, and Chris Andersen. *Indigenous statistics: A quantitative research methodology*. Left Coast Press, 2013. 9781611322934

Drawson, Alexandra S., Elaine Toombs, and Christopher J. Mushquash. "Indigenous research methods: A systematic review." *The International Indigenous Policy Journal* 8, no. 2 (2017): 5.

Gone, Joseph (interview). "When Healing Looks Like Justice." *Mad in America*. Accessed at <https://www.madinamerica.com/2019/10/healing-looks-like-justice-interview-harvard-psychologist-joseph-gone/>, January 11, 2020.

Million, Dian. "Felt theory: An Indigenous feminist approach to affect and history." *Wicazo Sa Review* 24, no. 2 (2009): 53-76.

Nicholls, Ruth. "Research and Indigenous participation: critical reflexive methods." *International journal of social research methodology* 12, no. 2 (2009): 117-126.

St. Denis, Verna, "Feminism is for everybody: Aboriginal women, feminism and diversity." *Gender and Women's Studies in Canada: Critical Terrain* 16 (2013).

Shawn Wilson. *Research Is Ceremony: Indigenous Research Methods*. (Fernwood Publishing, 2008).

Learning Outcomes¹

- Obtain a critical understanding of Indigenous peoples' guiding protocols, principles, and mechanisms for empowerment-based collaborations
- Understanding Indigenous peoples' research *from an Indigenous epistemology, and methodology*
- Garner respect for Indigenous peoples' community dynamics
- Establish anti-oppression, anti-colonial, and anti-misogynistic approaches to Indigenous community engaged research
- Engage with principles of transformative community engaged research collaboration;
- Indigenous peoples' requirements for reciprocal research benefits;
- Come to a better understanding of the implications of responsible and ethical research in Indigenous community engaged research
- Incorporate reciprocity, relevance and reverence in Indigenous community engaged research
- Gain confidence in your ability to design, implement, and share an original research project

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¹ Margo Tamez (Lipan Apache), Associate Professor, The University of British Columbia-Okanagan.

must remain open and inclusive of different perspectives but we cannot tolerate language and behavior that promotes hateful, violent, racist, homophobic, or discriminatory agendas.

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- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Elements of the Capstone (250 pts)

10-15 page paper

Theoretical Foundations & Conceptual Framework

Review of the relevant literature

Decolonization / Indigenous-centered methodologies

Collaborative Efforts

Community Impact

Modality of sharing final project (if, for instance, the student focuses on art, sculpture, music, etc).

Attendance and Participation (100 pts)

Attendance is mandatory, every day. One unexcused absence (50 pts)

Participation in class means consistent communication, knowledge of material, engaging in discussion, asking questions, attempting to answer questions (50pts)

Grading Distribution (350 pts)

A = 315 – 350

B = 280 – 314

C = 245 – 279

D = 210 – 244

Organization of the Course & Elements of the Capstone Project

Part One	Foundations and Framework	Component of Project (Introduction for paper)	Points
Week 1	Introductions and overview for the course	Discussion in class	
Week 2	Theoretical interests and backgrounds	500 word abstract	15
Week 3	Relevant Literature	500 words explaining how previous scholarship impacts your project intent and design	20
Week 4	Argument and Thesis	500 Thesis and Argument	25
Week 5	Methodology of Analysis & Expression	500 words Explain your approach to presenting your project (text, visual, aural, performance)	25
Part Two	Community Relevance and Engagement	Meeting Theory & Praxis	
Week 6	Explain benefit to community	500 words explaining how this benefits a particular community project, initiative, concern, or problem	25
Week 7	Narrative of community interaction, people, places, impact	500 Words explaining how you have worked with a community or organization (can be reflexive and first person)	25
Week 8	Oral histories and Indigenous IRB	500 words explain how oral histories shape our understanding of Indigenous knowledge	25
Week 9	Individual meetings with instructor		
Week 10	Community time	Share project again with community contacts, discuss issues of concern	
Part Three	Individual Writing, Research, Creation, Discussion	Project Completion, Reflection, Expression of Importance	
Week 11	No organized class	Individual meetings as needed	
Week 12	No organized class	Individual meetings as needed	
Week 13	Meet in class to discuss projects, share progress	Draft of paper component, mock ups of visual, aural, or non-textual projects	50
Week 14	Meet in class, small groups share work, ask questions, discuss		
Week 15	Class meeting to discuss what these projects mean	Discuss community day presentations	

	to you personally, why they are important to community.		

Final project presentations/exhibits 25 pts

The University of Texas at El Paso

Department of English

NAIS 4350
Special Topics in Native American and Indigenous Studies:
Theorizing Indigenous Literatures and Cultural Representation

SAMPLE SYLLABUS

Dr. Robert Gunn
 e-mail: rlgunn@utep.edu

Office Hrs: T/R 2:00 – 4:00 p.m.
 Hudspeth Hall, Rm. 218
 Phone: 747-6265

“Into each life, it is said, some rain must fall. Some people have bad horoscopes, others take tips on the stock market. McNamara created the TFX and the Edsel. Churches possess the real world. But Indians have been cursed above all other people in history. Indians have anthropologists.”

--Vine Deloria, Jr., *Custer Died For Your Sins: An Indian Manifesto* (1969)

This course offers an approach to a selection of Native American Literatures and Native voices across a range of media topographies—spanning from forms typically classified under Euroamerican schemes of literary production, such as the novel, story, poem, essay and non-fictional autobiography, to a variety of indigenous modes of non-alphabetic cultural storage and communicative practice, including oratorical performance and traditional stories, Quipu, wampum exchange, pictographic representations and American Indian Sign Languages. Our approach will be at once broadly historical and critically specific: even as we read across a wide range of Native voices and texts that span from prior to the arrival of Columbus to late modernist and postmodernist works of the late 20th and 21st Century, we will also attend carefully to the methodological challenges and political concerns of the exciting and rapidly-transforming field of Native American and Indigenous Studies (NAIS). Once largely an outgrowth of anthropological study, the developing body of Native American and Indigenous Studies scholarship stands now at the interdisciplinary vanguard of a number of related fields, including literary studies, history, linguistics, performance studies, borderlands studies and hemispheric studies. Accordingly, the selection of secondary texts on the syllabus are designed to showcase a range of approaches from a coterie of innovative Native and Native-allied scholars that is intended to provide a crucial thematic and methodologically-challenging counterpart to the primary texts under consideration even as it sheds light on a host of emerging fields of critical practice.

Required Texts:

Sherman Alexie, *Indian Killer* (Warner)
 Black Hawk, *Life of Black Hawk, or Mâ-ka-tai-me-she-kià-kiàk* (Penguin Classics)
 Louise Erdrich, *The Round House* (HarperPerennial)
 Sarah Winnemucca Hopkins, *Life Among the Piutes: Their Wrongs and Claims* (University of Nebraska Press)
 N. Scott Momaday, *The Way to Rainy Mountain* (University of New Mexico Press)
 Simon Ortiz, *Sand Creek* (University of Arizona Press)
 Leslie Marmon Silko, *Ceremony* (Penguin Classics)
 Gerald Vizenor, *The Heirs of Columbus* (Wesleyan University Press)
 James Welch, *Fools Crow* (Penguin Classics)
 Zitkala-Ša, *American Indian Stories, Legends, and Other Writings* (Penguin Classics)

Schedule of Readings, to be completed the first class session of the week; we will devote two sessions for every set of texts, focusing on the assigned critical texts during our second weekly session; “(B)” designates an item that will be posted to Blackboard.

Week	Assignment
1	<p>Situating Native American and Indigenous Studies: Pluralistic Nationalisms and Global Imaginations Introductions. Coco Fusco and Guillermo Gómez-Peña, “Two Undiscovered Amerindians Visit the West”/<i>The Couple in the Cage: A Guatanaii Odyssey</i> (Dir. Fusco and Paula Heredia); Robert Allen Warrior (Osage), “Organizing Native American and Indigenous Studies” (handout)</p>
2	<p>Voicing Histories and Locating the Field <u>Primary Text:</u> N. Scott Momaday (Kiowa), <i>The Way to Rainy Mountain</i>; <u>Secondary Texts:</u> Christopher B. Teuton (Cherokee), “Theorizing American Indian Literature: Applying Oral Concepts to Written Traditions” (B); Shari Huhndorf, “Literature and the Politics of Native American Studies” (B)</p>
3	<p>Quipu, Wampum, and Scenes of Reading: Non-Alphabetic Literacies and the History of the Book in Indian Country Birgit Brander Rasmussen, “Writing in the Conflict Zone: Don Felipe Guaman Poma de Ayala’s <i>El primer nueva corónica y buen gobierno</i>” (B); Phillip H. Round, “Toward an Indian Bibliography” and “The Coming of the Book to Indian Country” (B); Richard Cullen Rath, “Hearing Wampum: The Senses, Mediation, and the Limits of Analogy” (B)</p>
4	<p>Native American Oratory: Land, Language, Performance <u>Primary Texts:</u> “Indian Eloquence” (B); Pontiac (Ottawa), “The Master of Life” (B), “I am a Frenchman, and I wish to die a Frenchman” (B); James Logan, Tahgahjute (Cayuga), “I appeal to any white man to say...” (B); Red Jacket, Sagoyewatha (Seneca), “You have got our country, but are not satisfied” (B), “We like our religion, and do not want another” (B), “We are determined not to sell our lands” (B), “I am an aged tree and can stand no longer” (B); Tecumseh (Shawnee), “Sleep no longer, O Choctaws and Chickasaws” (B), “Let the white race perish” (B), “When the white men first set foot on our grounds, they were hungry” (B), “Father!—Listen to your children!” (B), Tenskwatawa, “The Prophet” (Shawnee), “It is three years since I first began that system of religion which I now practice” (B); Black Hawk, Mâ-ka-tai-me-she-kià-kiàk (Sauk), “I am going to send you back to your chief, though I ought to kill you” (B), “Farewell to Black Hawk” (B), “Your houses are as numerous as the leaves upon the trees” (B) <u>Secondary Text:</u> William Clements, from <i>Oratory in Native North America</i> (B); Diana Taylor, “Acts of Transfer” (B)</p>
5	<p>Black Hawk’s War and As-Told-To Autobiography <u>Primary Text:</u> Black Hawk (Sauk), <i>Life of Black Hawk, or Mâ-ka-tai-me-she-kià-kiàk</i></p>

Secondary Text: Mark Rifkin, “The Territoriality of Tradition: Treaties, Hunting Grounds, and Prophecy in Black Hawk’s Narrative” (B)

6 **Reversing the Conquering Gaze: Ethnology, Advocacy, and Performance**

Primary Text: Sarah Winnemucca, *Life Among the Piutes: Their Wrongs and Claims*

Secondary Text: Danielle Tisinger, “Textual Performance and the Western Frontier: Sarah Winnemucca Hopkins’s *Life Among the Piutes: Their Wrongs and Claims*” (B)

7 **Autobiography, Fiction, and “Bicultural Play”**

Primary Text: Zitkala-Ša (Yankton Sioux), *American Indian Stories, Legends, and Other Writings* (Intro. to 160)

Secondary Texts: Ruth Spack, “Translation Moves: Zitkala-Ša’s Bilingual Indian Legends” (B); Gary Totten, “Zitkala-Ša and the Problem of Regionalism: Nations, Narratives, and Critical Traditions” (B)

Paper #1 Due

8 **Captivity and Homecoming**

Primary Text: Leslie Marmon Silko (Laguna), *Ceremony*

Secondary Texts: Paula Gunn Allen, “Special Problems in Teaching Leslie Marmon Silko’s *Ceremony*” (B); Sharon Holm, “The ‘Lie’ of the Land: Native Sovereignty, Indian Literary Nationalism, and Early Indigenism in Leslie Marmon Silko’s *Ceremony*” (B)

In-Class Midterm

9 **A Selection of Native American Poetry**

Primary Text: Simon Ortiz, *Sand Creek*

Secondary Texts: Gerald Vizenor, “The Aesthetics of Survivance”

10 **Projects of Recovery and the Discourse of the Novel**

Primary Text: James Welch (Blackfoot), *Fools Crow*

Secondary Text: Sarah Martin, “Reading the Historical Novel: Reworking the Past and the Relation of Blackfeet History in James Welch’s *Fools Crow*” (B)

11 **Native Postmodernity**

Primary Text: Gerald Vizenor (Ojibwe), *The Heirs of Columbus*

Secondary Text: Yvette Koepke and Christopher Nelson, “Genetic Crossing: Imagining Tribal Identity and Nation in Gerald Vizenor’s *The Heirs of Columbus*”

12 **Savage Satire**

Primary Text: Sherman Alexie (Spokane/Coeur de Alene), *Indian Killer*

Secondary Text: Janet Dean, “The Violence of Collection: *Indian Killer’s* Archives”

13 **A Native American Literary Classic Restaged**

Primary Text: Alex Smith and Andrew J. Smith, dirs.), *Winter in the Blood* (2013) (Film to be shown in class)

Final Paper Prospectuses Due

- 14 **Violent Jurisdictions: Reimagining Trauma, Sovereignty, and Justice**
Primary Text: Louise Erdrich (Ojibwe), *The Round House*
Secondary Texts: Selected media coverage of violence against Native women on reservations, and the reauthorization of the Violence Against Women Act
-

- 15 **Final Reckonings and Final Project Presentations**
-

Final Seminar Papers will be due on Blackboard at 11:59 p.m. a week following our final class session; a Final Exam will take place at a date and time announced by the University.

Course Requirements:

Attendance and Participation (10%): Although I will offer short lectures frequently, your ongoing participation in class is indispensable to the success of the course. Come to our sessions prepared to share your questions and observations, and to extend your thinking into new directions. The more involved you are on a daily basis, and the more willing you are to experiment and take risks with your thinking, the more you will learn and enjoy the class. Faithful and on-time attendance is an important component of this, and is expected. Please be advised that, upon your sixth unexcused absence, you stand to be dropped from the course (i.e., prior to the University drop deadline), or will fail the course (i.e., after that deadline). Do not assume that I will drop you automatically prior to the University deadline for reasons of excess absence; if you know you need to drop, it is your responsibility to do so. In keeping with standard departmental policy, absences are only excusable in cases of documented family or medical emergency.

Critical Essays (15%; 25%): Two papers will be required, a medium-length due in week 7 and a longer research paper at the end of the semester. I will provide more information on this as the class unfolds, but you may write on any topic that bears relevantly on our work in the course. I will also have suggestions for you, depending on your interests. Please feel free to come talk to me during my office hours to help develop ideas. MLA or Chicago-style bibliographical guidelines are to be followed for the proper citation of texts and sources.

In-Class Presentation (10%): Each student will be required to offer a brief but formal in-class presentation, capped at 10 minutes in length. These presentations ask you to raise valuable and interesting questions about a given day's reading, and are intended to provide a gateway into deeper discussion of the text. Students will sign up for presentations during the second class session; more detailed guidelines will be provided separately.

Midterm & Final Examinations (20%; 20%): Exams will test your knowledge of the readings, and ask you to provide interpretive claims about selected passages. More details to follow.

Plagiarism. This is a form of academic fraud, and I take it very seriously. You will not receive credit for any work that has been plagiarized; moreover, any work suspected of plagiarism will be forwarded, as a matter of official University Policy, to the Office of the Dean of Students for adjudication. The consequences of plagiarism can be very serious, resulting in reduced course grades, course failures, and sometimes in academic suspension. I understand, though, that citing sources properly can be confusing at times; if you're ever in doubt, just ask me.

Cell Phone Policy: No cell phones in class; please silence them and put them away for the duration of our class sessions. Although some of you may have electronic text editions of titles from the syllabus on,

say, a kindle app, I ask you to recognize that cell phones are woefully inadequate reading devices for serious intellectual work in a classroom setting. Other cell phone uses are likewise not permitted; they are a distraction to all, and their use (however habitual, however addicting—believe me, I get it; I share this addiction) is disrespectful to your fellow students. If I see you texting, browsing social media, &c., I will ask you to leave and mark you as absent for the day. If you have reason to anticipate an emergency phone call (say, a sick child or relative that may require you to excuse yourself during class), please inform me before class begins.

COVID Protocols:

Because UTEP is an agency of the State of Texas, we cannot mandate that you wear masks on campus. But out of concern for my family and yours, I do strongly and warmly encourage you to get vaccinated and wear a mask during class, and to observe [the best practices recommended by the CDC](#). If you are exposed to someone with COVID, please get tested; if you develop symptoms, please stay at home, get tested, and let me know via email. I promise to do what I can to keep you up to date with our course via Zoom; absences for reason of voluntary quarantine following CDC guidelines will be fully excused. For more information on COVID at UTEP, including an extensive and regularly-updated FAQ, please [click here](#). For information about UTEP's free on-site COVID testing, [click here](#). For information on UTEP's free vaccination clinic (including monetary incentives!), please [click here](#).

The University of Texas at El Paso

College of
Department of
Program

Minor in Native American and Indigenous Studies

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Request Form for a New Minor

Administrative Information

1. Institution: The University of Texas at El Paso
2. Program Name – Native American and Indigenous Studies
3. Proposed CIP Code: 05 .0202 .00 01 American Indian/Native American Studies
4. Number of Required Semester Credit Hours (SCHs): 18

5. Brief Program Description – Describe the minor and the educational objectives:

The study of Native American and Indigenous cultures, politics, governments, and identities in North and South America, and throughout the world. This course will also address important themes, theories, and concepts that are central to the field of Native American and Indigenous Studies.

6. Administrative Unit – Identify where the minor would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

The College of Liberal Arts

7. Proposed Implementation Date – Report the date that students would enter the minor (MM/DD/YY): September 1, 2022

8. Contact Person – Provide contact information for the person who can answer specific questions about the minor:

Name: Jeffrey P. Shepherd

Title: Professor and Chair, Department of History

E-mail: jpshepherd@utep.edu

Phone: 915-747-7064

Minor Information

I. Need

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.
- There are several areas of potential employment and multiple career trajectories for graduates obtaining a minor in Native American and Indigenous Studies (NAIS). First, there are over 500 federally recognized Native nations in the U.S. with budgets totaling the tens of billions of dollars. Across the states of Texas, New Mexico, and Arizona (constituting the most likely regions of employment), there are approximately 60 tribal nations. There are three (Ysleta del Sur Pueblo, Kickapoo, Alabama-Coushatta) in Texas. These governments hire people in a range of areas, including education, engineering, business and economic development, criminal justice, information technology, environmental resources management, language preservation, archeology and anthropology, and historic preservation. Students who graduate from UTEP with a Minor in NAIS will be better positioned to obtain jobs with these tribal governments because they will have a better understanding of the unique legal and political status of reservations and the special relationship between Native governments and the U.S. federal government. They will have a substantial knowledge about jurisdictional questions, treaties between tribes and the federal government, and the obligations of the federal government to Native nations. Second, the federal government, particularly the Executive Branch via the Departments of Interior, Justice, Education, Agriculture, and Energy have hiring needs relevant to Native nations. In particular, the Department of Interior agencies of the Bureau of Indian Affairs and the National Park Service, and the Bureau of Land Management have hiring needs. Again, students with majors in these areas, and a Minor in NAIS, will be better positioned to obtain the jobs requiring interaction between the federal agencies and tribal governments. Finally, there are numerous state governmental entities, particularly in Arizona and New Mexico, that have agencies collaborating with Native nations. UTEP graduates will be better positioned to obtain these jobs if they have a minor in NAIS because few university graduates generally understand tribal sovereignty and the unique historical and cultural contexts of tribal peoples. Beyond tribal and governmental needs, there are myriad private businesses and companies that contract with Native nations, and graduates of UTEP holding an NAIS minor will see their job opportunities magnified. Based on local examples of the Ysleta del Sur Pueblo and the Mescalero Tribe, for instance, both governments have robust hiring programs in economic development, small business, environmental management, tourism, public health, education, and criminal justice.

Students with a Minor in NAIS will be very attractive to these nations as future employees.

B. Student Demand – Provide short- and long-term evidence of demand for the minor.

Among UTEP students and faculty, there has been a longstanding interest in the histories and contemporary cultures of Indigenous peoples, particularly throughout the U.S. – Mexico Borderlands. Faculty who have taught courses focusing on Indigenous people have consistently noted the interest of students in these issues (note for example, high enrollment in courses on Indigenous Literature, Native American History, and Indigenous Anthropology/Archaeology). Faculty confirm that many students at UTEP talk to them about Indigenous family ancestry, particularly from Mexico. It is common knowledge that Mexican/Mexican-American/Chicanx families in the borderlands acknowledge Indigenous ancestry, with the most common genealogical roots being the Raramuri, Mayo, Seri, Apache, Ysleta/Tigua, and Yaqui. Others have kinship ties with the numerous groups in Central Mexico. Additionally, UTEP continues to attract students who self-identify as Indigenous and who are from federally recognized groups across the U.S., but who are primarily from Ysleta del Sur, Mescalero, Yaqui, and Navajo or one of the Pueblos. Additionally, there are students who self-identify as Indigenous who are from one of several hundreds of groups that are not officially recognized, such as the Lipan Apache, the Chihene Nde (Chiricahua Apache), and the Piro-Manso-Tiwa communities in southern New Mexico.

This combination of longstanding student interest, faculty courses, and the realities of Indigenous communities in the region, has bubbled to the surface over the past 8 years, with the result being greater awareness of Indigenous issues on campus. The UTEP student organization, ARISE (Academic Revival of Indigenous Studies and Education) confirmed student interest in this minor. ARISE began in 2016 as an RSO, and held numerous events each year. Membership has been small, but attendance at campus events reveals interest in learning more about Native peoples. In 2019, the group confirmed University support for Indigenous Peoples Day, based on official approval from the UTEP SGA, and the UTEP Faculty Senate. During Indigenous Peoples Day in 2019 and 2020, ARISE collaborated with the College of Liberal Arts, Ysleta del Sur, and EPCC to hold an extensive slate of panels with experts and guest speakers on a range of issues important to Native peoples. In fall 2021, UTEP administration (and Faculty Senate) officially approved an Indigenous Land Acknowledgement for the University. While talking with administration about this acknowledgement, it was clear that concrete actions, programs, and initiatives should follow in the wake of a land acknowledgement statement, thus the Minor furthers those goals and initiatives. Most recently, Dr. Jeffrey Shepherd, faculty advisor for ARISE held a meeting with the group, as well as representatives from Ysleta del Sur Pueblo to discuss the need for a minor in NAIS. Tribal leaders urged us to create a minor and they expressed their willingness to collaborate on areas such as the development of language curriculum, tribal governance, educational reform, historic preservation, and community outreach. They are also interested in issues such as student recruitment

and collaborative research projects. The representatives noted dozens, nearly one hundred, UTEP graduates who were also citizens of the Pueblo. Finally, the Minor in NAIS has the unique opportunity to build curriculum and educational opportunities that reflect the cultural diversity of Indigenous Peoples on both sides of the U.S. – Mexico border. No other university is similarly situated to build bridges with Indigenous communities in the state of Chihuahua particularly, but throughout the Mexican north. There is an extremely large and diverse Indigenous community in Ciudad Juarez, and several of the core faculty have ties with these communities. Drs. Yolanda Leyva, Jeff Shepherd, and Howard Campbell are knowledgeable of and have relationships with, these communities, and we envision establishing institutional collaborative projects with, for instance, the Raramuri community in our sister city.

- C. **Enrollment Projections** – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the minor. (*Include majors only and consider attrition and graduation.*)

YEAR	1	2	3	4	5
Headcount	12	16	22	28	30
FTSE	8	12	18	24	26

II. Quality

- A. **Degree Requirements** – Use this table to show the degree requirements of the minor. (*Modify the table as needed; if necessary, replicate the table for more than one option.*)

Category	Semester Credit Hours	Clock Hours
Required Courses	6	
Free Electives	12	
Other (<i>Specify, e.g., internships, clinical work</i>)	(if not included above)	
TOTAL	18	

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the minor. Note with an asterisk (*) courses that would be added if the minor is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Required Courses

Prefix and Number	Course Title	SCH
NAIS 2300	Intro to Indigenous Studies	3
NAIS 4301	Capstone in NAIS	3

Prescribed Elective Courses

Prefix and Number	Course Title	SCH

Free Elective Course Menu

Prefix and Number	Course Title	SCH
HIST 3323	American Indian History	3
HIST 3390	Special Topics (with advisor approval)	3
ANTH 3309	Mesoamerican Cultures	3
ANTH 3319	Indigenous Cultures of Latin America	3
NAIS 4350	Special Topics in NAIS	3
HIST 3390	Special Topics "Comparative Indigenous Histories of North and South America"	3
ENGL 3316	Native American Literature	3

Other

Prefix and Number	Course Title	SCH
ANTH 3320	Indigenous Cultures of North America	3
ANTH 3321	Indians of the Southwest	3
SOCI 3320:	Indigenous Cultures of North America	3
ARTH 3340:	Art of the United States	3
POLS 3324	Indigenous Law And Politics	3
HIST 3323:	American Indian History	3

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Jeffrey P. Shepherd, Professor	PhD, Arizona State University	HIST 3323, 3390, NAIS 2300, NAIS 4301	25
Dr. Howard Campbell, Professor	PhD, University of Wisconsin		10
Dr. Denis O'Hearn, Professor	PhD, University of Michigan	NAIS 4350	25
Dr. Yolanda Leyva, Associate Professor	PhD, University of Arizona		10
Dr. Rebecca Reid, Associate Professor	PhD, University of South Carolina	POLS 3324	10
Dr. Robert Gunn, Associate Professor	PhD, New York University	ENGL 3316	25
David Carmichael, Associate Professor	PhD, University of Illinois	SOCI 3321, ANTH 3309, ANTH 3319, ANTH 3320, ANTH 3321	25
Crystal Herman, Associate Professor	MFA, Ohio State University		10
Dr. Eric Meringer, Assistant Professor of Instruction, Department of History	PhD, Arizona State University	HIST 3390: Special Topics "Comparative Indigenous Histories of North and South America"	10

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program

- C. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and

Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the minor.

Students must have a 2.0 GPA.

We will advertise and recruit across the college and University. Because we envision this Minor helping students across multiple degrees, in all colleges, we will begin a robust process of advertisement and recruitment. We will begin an outreach campaign to Deans of all Colleges and inform them of the benefits of the Minor. We will also contact the advising centers of all colleges and build bridges of communication to explain the benefits of this minor. We will additionally speak with Department Chairs and the relevant advisors within Departments. Finally, we will reach out to related Programs such as Chicana/o Studies, African American Studies, and Women's and Gender Studies to build alliances between Programs addressing concerns and content of under-represented groups.

In terms of retention, we will maintain an active presence on campus, collaborate with Departments and student organizations such as ARISE, to create a culturally supportive and responsive environment on campus. We also have support from local Indigenous communities, such as Ysleta del Sur Pueblo and the Mescalero, who affirm that a Minor in NAIS would benefit them in several ways. We also have personal and professional ties with the Raramuri community in Juarez, as well as the non-federally recognized peoples in the region: Lipan Apache, Piro-Manso-Tiwa, and Chihene Nde. First, tribal members attending UTEP would benefit from this culturally responsive and relevant curriculum. Second, the tribal communities and governments benefit from UTEP graduates who are non-tribal members because they will be more aware of the unique historical political, economic, and social realities of Native nations. When UTEP graduates have a Minor in NAIS and they are employees of businesses that contract with Native nations, those businesses have a better chance of succeeding because the employee (UTEP graduate) has a Minor in NAIS.

- D. Library – Provide the library director's assessment of library resources necessary for the minor. Describe plans to build the library holdings to support the minor.

We have requested a survey of relevant materials from the library, but core faculty are knowledgeable of the holdings and have used them for decades. In particular, the digital subscriptions to various databases and online search engines reduce costs dramatically.

- E. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the minor. Describe plans for facility and equipment improvements/additions.

N/A

- F. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

a. N/A

- G. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new minor.

We will evaluate the number of students enrolled and the SCHs under the minor. We will also conduct an internal program review every 3 years to assess vitality of program, if required. We will also refer to student-faculty evaluations, but each class offered for the minor is taught within a particular department and follows those assessment systems.

III. Costs and Funding¹

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

We do not envision any initial costs for the minor, though individual departments may seek new hires that will be directly supporting the minor. We do envision hiring a faculty member for an NAIS position in the future, and it is likely that we will need to revisit questions of personnel, facilities, and equipment as the number of minors grows.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

¹ Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.

Holdings:

The following search in Alma (Library Catalog): ((su: Indians America)) OR ((su: Native American)) OR ((su: indigenous peoples America)) OR ((su: Indians of north America)), yields these results.

Physical Titles – 8,124

Books (including Government Documents) = 7,024

Internet (electronic) = 338

Serials = 96

Electronic Titles – 3,755

Books (including Government Documents) = 3211

Internet (electronic) (not including Books/Serials) = 340

Serials = 204

In disciplines related to the proposed minor, the Library has extensive holdings. The History collection is well represented in areas such as archival collections, the Oral History collection, government documents, maps, and scholarly books (including e-books), Reference resources, and databases and articles. The Library, including the Special Collections Department, is strong in many areas of history and related fields including Southwest and Border Studies, Chicano Studies, and local history.

Because of El Paso's isolation from other large metropolitan areas and library resources, UTEP has forged strong collaborative and cooperative arrangements with area institutions and utilizes alternative means of procuring research materials via cooperative sharing agreements and regional consortia. Interlibrary Loan (ILL) service is available to all students and faculty for resources that are not available in the Library. ILL provides digital copies of journal articles as well as books that are unavailable locally. The Library's membership in the OCLC cataloging cooperative provides our users with a means of discovery for the holdings of nearly 25,900 OCLC member libraries worldwide, providing convenient access to resources needed by faculty and students via interlibrary loan. UTEP also uses OCLC's ILLiad to provide electronic document delivery service for ILL requests whenever possible.

The UTEP Library's membership in the Amigos Library Services consortium joins us with over 750 member libraries in the Southwest who share online resources and services. The New Mexico State University (NMSU) libraries extend borrowing privileges to UTEP students and the NMSU campus is only a 40-minute drive from UTEP. Faculty and students at UTEP also have borrowing privileges at any participating library in Texas through the TexShare Library Card Program, sponsored by the TexShare Library Consortium and administered by the Texas State Library and Archives Commission (TSLAC).

On the border, UTEP also has a cooperative relationship with the Universidad Autónoma de Ciudad Juárez. UTEP benefits from considerable goodwill from this Mexican institution, since, for many years, the Interlibrary Loan Department at UTEP has served as the contact point for interlibrary loan activities with this library.

Due to its status as a University of Texas school, UTEP is a participating member of the University of Texas System consortium and benefits from shared access to centrally purchased, institution-specific subscriptions to online resources within the UT System Digital Library (UTSDL). The UTSDL complements the strengths of our traditional collections, expands existing services and programs, and at the same time creates entirely new options for access to scholarly information for the UT System community, including distance learners. The UTSDL works collaboratively with all UT System component libraries, the UT System Office of Telecommunications Services, the UTSDL Council of Directors and related organizations to carry out these activities.

Examples of electronic databases with respect to Native American and Indigenous Studies:

- *19th Century U.S. Newspapers* (Gale)
- *Academic Search Complete* (EBSCO)
- *Access Newspaper Archive*
- *Academic Video Online*
- *Accessible Archives*
- *African American Historical Serial Collection* (EBSCO)
- *African American Newspapers (1827 – 1998)* (NewsBank/Readex)
- *America: History and Life*
- *American History in Video*
- *American Indian Newspapers*
- *American Periodicals Series Online* (ProQuest)
- *Archives Unbound* (Gale)
- *Ancestry.com*
- *Arte Público Hispanic Historical Collection Series 1* (EBSCO)
- *Chronicling America: Historic American Newspapers*
- *Declassified Documents Reference System*

- *Digital Commons@UTEP*
- *Digitalia Hispanica*
- *Early American Newspapers (1690-1876, Series I, NewsBank/Readex)*
- *Early Encounters in North America: Peoples, Cultures, and the Environment*
- *eHRAF Archaeology*
- *eHRAF World Cultures*
- *Ethnographic Video Online, Vol. III: Indigenous Voices*
- *FBI Case Files*
- *Films on Demand*
- *Garland Encyclopedia of World Music Online*
- *Handbook of Texas Online*
- *HeritageQuest Online (ProQuest)*
- *Hispanic American Newspaper Databases*
- *Historical Abstracts*
- *Indigenous Peoples: North America (Gale)*
- *JSTOR*
- *Kanopy*
- *Latino-Hispanic American Experience (EBSCO)*
- *North American Immigrant Letters, Diaries, and Oral Histories (Alexander Street Press)*
- *North American Women's Letters and Diaries: Colonial to 1950 (Alexander Street Press)*
- *Oxford Academic Journals*
- *Periodical Archive Online (ProQuest)*
- *Portal to Texas History*
- *ProQuest Congressional Publications (U.S. Serial Set and Serial Set Maps, ProQuest)*
- *ProQuest Dissertations & Theses*
- *ProQuest Historical Newspapers*
- *ProQuest History Vault: American Politics and Society: Immigration Records of the INS, 1880-1930 (ProQuest)*

- *Race Relations in America*
- *Sabin Americana: 1500-1926*
- *Women and Social Movements in the United States, 1600-2000* (Scholar's Edition, Alexander Street Press)

Selected Journals

- *The American Indian*
- *American Indian Culture and Research Journal*
- *American Indian Quarterly*
- *American Indian Law Review*
- *The Chesopiean*
- *Ethnohistory*
- *Historical Review*
- *The Indian Historian*
- *Journal of American Indian Education*
- *The Kiva*
- *New Mexico Historical Review*
- *Plains Anthropologist*
- *Western Historical Quarterly*

Border History Manuscript Collections

The C.L. Sonnichsen Special Collections Department of the University of Texas at El Paso Library houses approximately 750 archival collections which help document the rich history of the El Paso borderlands. Over 185 archival collection records can be found in the UTEP Library's online catalog. Finding aids for processed collections are available online. The following is a selected list of the collections held in the Special Collections Department.

El Paso Borderlands History

W. H. Timmons papers, MS 041, 1584 – 1992, 12 feet 6 inches (linear). Dr. Timmons' papers document his life and career as a professor of history at the University of Texas at El Paso. The papers contain materials relating to the history of the U.S. – Mexico borderlands. Types of records include correspondence, books, maps, research notes, dissertations and theses, newsletters, realia, photocopies of articles from both periodicals and encyclopedias, historical documents, faculty and seminar papers, computer diskettes, photographs, and microfilm.

Robert Ewing Thomason papers, MS 140, 1863 – 1978, 9 feet 2 inches (linear). Born in 1879, Robert Ewing Thomason was a lawyer and former mayor of El Paso, Texas, for two terms (1927 and 1929, respectively). He served as a United States Congressman from the 16th District of Texas from 1930-1947, and he was also a United States District Judge of the Western District of Texas from 1947-1963.

Materials include biographical information, newspaper clippings, correspondence, photographs, scrapbooks, a bible, notebooks, legal records, and a typed, unpublished manuscript of a book written by Thomason titled *Noted Cases I Have Tried*. Also included are reports and photographs documenting the findings of a congressional delegation that investigated Nazi war crimes at the end of World War II.

C.L. Sonnichsen papers, MS 141, 1861-1991, 74.5 feet (linear). The C. L. Sonnichsen papers consist primarily of research materials, correspondence and manuscripts dealing with the books Sonnichsen wrote over a fifty-year period. Included are correspondence, manuscripts, newspaper clippings, photographs, maps, scrapbooks, oral history interviews, research notes, theses, pamphlets, cassette and magnetic tapes, notecards, published material, personal materials that deal mostly with his education and teaching experience, and awards.

Tom Lea papers, MS 476, 1905 – 2001, 114 feet (linear). The Tom Lea papers consist of materials related to his personal and professional life as an artist, writer and war correspondent. The papers include original artwork, literary manuscripts, proofs and galleys of books, diaries, correspondence, awards, project and research files, business and financial records, photographs and negatives, posters, art prints, maps, slides, audio and video recordings, realia, scrapbooks, albums, clippings and printed materials.

Mexican Revolution photograph collection, PH 015, 1900 – 1920, 5.6 feet (linear). This collection includes original photo postcards, negatives, copy prints, half-tone prints pertaining to the Mexican Revolution. Most of the images are copy prints, which are often duplicated within the collection, and some replicate images from separate sources.

Stout-Feldman Studio photographs, PH 074 In 1895, California native Fred J. Feldman leased and later purchased the photographic business of the Bushong Studio in downtown El Paso, Texas. The Fred J. Feldman Studio thrived during the 1910s and 1920s and became the premier photographic business in El Paso. Feldman was particularly well known for his skill in portraiture. He photographed many prominent businessmen, bankers, judges, mayors, and attorneys as well as society women and community groups. The collection contains glass plate and film negatives from about 1900 through the early 1950s. The UTEP Library purchased the collection from Achilles Studio after the negatives had been stored in the Studio's basement for many years.

Native American History

Mescalero Apache Tribe collection, MS 95, 0.25 linear inches. This collection consists of one typewritten letter and one pamphlet concerning a proposed transfer of National Forest lands to the Mescalero Apache Tribe. Apparently, a proposal had been made by the Tribe to exchange certain land owned by them for land owned by the United States Department of Agriculture Forest Service so that the Sierra Blanca Ski Run (operated by the Tribe) could be enlarged and therefore would bring in greater revenue. The Forest Service was opposed to this for ecological reasons and published the pamphlet inviting comments from the general public and several institutions. The geographical area in question was southern New Mexico near Ruidoso in Lincoln County.

Eve Ball collection, MS 117, 1880 – 1976, 1 foot, 4 inches (linear). The Eve Ball Collection consists of materials collected by Eve Ball (1890-1984), historian and authority on the Apache. The collection includes photographs, business ledgers and daybooks, newspaper articles, and a partial diary transcript.