I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>X: Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS</td>
</tr>
<tr>
<td>Course Title</td>
<td>Indigenous Worldview Perspectives</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Course #</td>
<td>201</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
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II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor          | Neyooxet Greymorning
| Phone / Email       | X4409/neyooxet.greymorning@mso.umt.edu
| Program Chair       | Wade Davies
| Dean                | Gerald Fetz

Please type / print name | Signature | Date
---|---|---
Neyooxet Greymorning | [Signature] | 9/11/08
Wade Davies | [Signature] | 9-25-08
Gerald Fetz | [Signature] | 9-25-08

III. Description and purpose of the course: General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://www.umt.edu/facultysenate/gened/GEPreamblc_final.htm

Introduces students to the relationship that exists between Indian cultures and their languages. Students will be exposed to a very different way of looking at, analyzing and coming to a level of understanding Indigenous cultures and languages from a perspective that is not grounded in a western worldview.

IV. Criteria: Briefly explain how this course meets the criteria for the group. See:

http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

This perspective instills knowledge of diverse cultures in comparative and thematic frameworks. Students are encouraged to cultivate ways of thinking that foster an understanding of the complexities of indigenous cultures and global issues, past and present. Students will learn how geographically and culturally separate parts of the world are linked by various, multiple interactions. Indigenous studies focus upon “first peoples” and their descendants who derive their cultural communal identities from their long-standing and/or historical habitation of particular places. These courses foster an appreciation for indigenous peoples, their histories and cultures, and their struggles both to maintain their ways of life and gain equal positions in world spheres of power and change. Global studies investigate how societies and nations interact through human endeavor and/or natural processes. These courses encourage students to relate their knowledge of particular parts of the world, with their individual identities, to larger trends and issues that affect multiple societies and environments. These include regional, national, and even transnational cultural flows, as well as a multiplicity of environmental processes and economic relationships.

This course meets Group X - Indigenous and Global Perspectives criteria by introducing students to a non-Western perspective, as it exists in relationships between Indian cultures and their languages. During the term students will explore several different Indian cultures, and examine how they relate to their own cultures and environments through their languages. This class will guide students toward a different way of looking at, analyzing and reaching a level of understanding several Indigenous cultures and languages from a perspective different from western standards.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.

2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and

   The learning goals for group X- Indigenous and Global Perspectives, are accomplished by having students gain an understanding of how language and culture are interconnected by exploring this relationship among several select Indigenous communities from different areas within the United States. Students will also learn what, through language, how native thought, culture, society and the world they live in have been shaped.

   2) Through five specific assessments, students will have to interpret information regarding different cultural and language systems.

3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

   3) Students are challenged throughout the course by having to critically think and problem solve language systems they are not familiar with. A cornerstone of this class is having students view three videos filmed by Navajo and then have to interpret the symbolism, cultural relevancy and what they think the Navajo are trying to communicate through these videos. What makes this more challenging is that the Navajo chose to film without sound.

   4) By the end of the course students will also have gained an understanding of the impact that non-Indigenous cultures have historically had upon Indigenous languages (and their loss), cultures and belief systems, and what this means with regard to the importance and responsibilities that both Indigenous and non-Indigenous peoples have with the efforts of Native peoples in America to keep their language and cultures alive and viable.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*
<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures and Discussion Topics</th>
<th>ASSIGNMENTS</th>
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| 1    | August 1: Introduction and Course Expectations  
     Sept. 2: Video class discussion on Culture and Language and how language shapes culture and worldview. | The Cheyennes  
     Read pages 87-104  
     Read pages 14-25  
     A. Short Thesis Essay due Sept. 16  
     Paper due Sept. 23 |
| 3    | Sept. 1: World View, Personality and Culture  
     Sept. 2: Cheyenne Ceremonies |            |
| 4    | Sept. 1: Cheyenne Ceremonies  
     Sept. 2: B. In-Class Transliteration/Perspective Paper  
     If absent papers cannot be made up, and assignment points will be lost. |            |
| 5    | Sept. 1: Transliteration paper feedback and discussion  
     Sept. 2: Video: American Tongues |            |
| 6    | Sept. 1: Cheyenne Social Structure  
     Oct. 1: Video | C. 1st Interpretive paper due Oct. 7  
     If absent paper cannot be made up, and assignment points will be lost. |
| 7    | Oct. 1: 2nd Video + Discussion of 1st video paper  
     Oct. 2: Mandatory attendance | C. 2nd Interpretive paper due Oct. 9  
     D. Midterm Exam on Cheyenne material from weeks 3 - 5 |
| 8    | Oct. 1: Discussion of 2nd paper  
     Oct. 2: Video | C. 3rd Interpretive paper Oct. 16  
     If absent paper cannot be made up, and assignment points will be lost. |
| 9    | Oct. 1: Discussion of 3rd paper  
     Oct. 2: Studying Native Languages  
     Oct. 3: The Language and Structure of Thought |            |
| 10   | Oct. 1: Language, Culture & Society Reading # 1 from Library Reserve Reading Pac |            |
| 11   | Nov. 1: Election Day no class  
     Nov. 2: Language, Culture & Society Reading # 2 from Library Reserve Reading Pac |            |
| 12   | Nov. 1: E. Short Answer Exam on material from Library Reserve Readings |            |
| 13   | Nov. 1: Video: Our Life is Our Language + Discussion on language issues  
     Nov. 2: The Work of Language Restoration/Revitalization and Maintenance |            |
| 14   | Nov. 1: Research various approaches being used toward language revitalization.  
     Nov. 2: Write a 3-page bonus paper for discussion on Tuesday Dec 4.  
     Nov. 3: Thanksgiving Break no class  
     Nov. 4: Papers must be turned in at beginning of class period to earn bonus points |            |
| 15   | Dec. 1: Video: Demonstrated Results of the ASLA approach. A discussion on how ASLA is impacting language revitalization efforts in North America will follow the video clip.  
     Dec. 2: Discussing the successes & short falls of various language revitalization approaches |            |
| 16   | Dec. 1: Finals Week |            |