

**INSTITUTE
for
NATIVE AMERICAN STUDIES**

Institution:

University of Georgia

Date:

Oct. 20, 2003

Schools/Colleges:

Franklin College of Arts and Sciences

Level:

Undergraduate and Graduate

Proposed Starting Date for Program:

Fall 2004

Signatures:

Jace Weaver, Department of Religion
Director of Institute

Wyatt W. Anderson
Dean, Franklin College

Timothy B. Powell, English Department
Associate Director of Institute

David S. Williams,
Head, Department of Religion

Abstract

I. Introduction

This proposal outlines the need for and proposed structure of an Institute of Native American Studies (INAS) at UGA.

II. Mission

INAS will be an interdisciplinary institute at UGA that will administer graduate and undergraduate certificate programs in Native American Studies (NAS). It will promote and support teaching and research at UGA and throughout Georgia in NAS.

III. Need and Justification

NAS is a growing field of academic study around the US, but it is unrepresented in UGA's programs and majors. In fact, if UGA were to create INAS, it would be the only college or university in the Southeastern US with an NAS program. Georgia has a significant Native American heritage, and there is a natural constituency for the institute. The institute and the program can be launched immediately with existing faculty. INAS will add to the reputation and prestige of the University and support the existing undergraduate multicultural and cultural diversity requirements.

IV. Academic Objectives

INAS will grant interdisciplinary certificates in NAS at the graduate and undergraduate levels. It will organize, train, and support faculty in NAS across campus. It will seek cooperative partnerships with Native American communities and other educational institutions. It will provide, coordinate, and publicize resources and opportunities for NAS at UGA.

V. Research Objectives

INAS will initiate, strengthen, and facilitate interdisciplinary research in NAS at UGA. It will conduct forums and hold an annual conference in the subject at UGA. It will seek to bring in lecturers and visiting scholars in NAS.

VI. Service Objectives

INAS will promote NAS and diversity awareness beyond the University. It will develop and make available resources for the study of Native Americans in primary and secondary schools throughout the state.

VII. Future Goals

Future goals include establishing connections with other NAS programs in the Southeast and nationally. INAS will seek large institutional grants to support its program. It will seek to establish fellowships and research assistantships for graduate students and faculty fellowships to allow faculty to pursue research and course development. It will explore creation of programs for primary and secondary school teachers in Georgia.

VIII. Administration and Location

INAS will be housed in the Department of Religion. It will be administered by a Director, who will be assisted by one Associate Director, a five-faculty Steering Committee, and an Advisory Board composed of all senior faculty affiliated with INAS.

IX. Letters of Support

See attached letters of support from unit administrators of participating departments.

X. Recommendations for Creation of Courses

INAS will provide a coherent educational experience in NAS. It will work closely with participating departments to create courses to fill gaps in the current curriculum. One course has already been identified, the gateway RELI 1100 *Introduction to Native American Studies*.

XI. Budget

It is expected that INAS will be self-sufficient. No funding is being requested at this time from the University. Start-up Costs and the first-year operating budget are outlined in the proposal.

Institute for Native American Studies Program in Native American Studies

I. Introduction

This proposal outlines the need for an institute in Native American Studies (INAS), which among other activities will administer an academic program in Native American Studies (NAS) at the University of Georgia. The academic, research, and service benefits such a center and program will provide to the students and faculty of the University of Georgia are detailed, as are the importance of NAS to teachers and scholars throughout the state and across the nation. Future goals for the institute and program are also described.

The University of Georgia has faculty resources that would make almost any program in Native American Studies in the country envious. These resources exist, however, largely in isolation without any overarching or coordinating structure. With faculty and other resources already in place, UGA is well positioned to emerge relatively quickly as a preeminent institution for Native American Studies. If an NAS program were established at UGA, it would be the only such program in the Southeast.

An NAS program would benefit not only the university, by bringing national and regional attention and by attracting and retaining first-rate students but would also benefit the State of Georgia generally. Because a significant number of undergraduates participating in NAS will go on to become K-12 teachers, INAS will make a much needed contribution to teaching this important part of Georgia history. Despite Georgia's importance in Native history, knowledge of this history is underdeveloped among the state's population. This fact notwithstanding, there exists a real and significant interest in Native American issues among the general population. NAS would help remedy this lack of knowledge. It would be beneficial to the community at large, both Native and non-Native, and it would help create resources for the teaching of Georgia's Native history, not only in colleges and universities but in primary and secondary schools as well.

In reviewing the rules governing programs, centers, and institutes at the University of Georgia, the proposed Director, Associate Director, and the Head of the Department of Religion determined that an institute is the correct form for NAS at UGA. This is based on a number of interrelated considerations. Since the activities of INAS will include a significant instructional component in the form of certificate programs in NAS, a center format is inappropriate. Because, however, its activities are broader than just the granting of certificates (e.g., having a significant research component as well), program status is also not appropriate. Further, because participating faculty and course offerings are spread across many of the schools and colleges of the university, an institute is also indicated. Finally, we believe that an institute will facilitate external fundraising, enhancing INAS's effectiveness and permitting it to become fully functional quickly.

The University of Georgia is already uniquely situated to implement Native American Studies. The INAS faculty covers a wide range of Native history and culture from pre-

colonial Mississippian and Mesoamerican cultures to the tribes of the Great Plains and the Southwest—including an extremely strong concentration on Native Georgia. With existing faculty in Anthropology, English, Geography, History, Linguistics, Religion, Romance Languages, and Sociology, as well the College of Education, College of Journalism and Mass Communications, School of Law, and School of Music the requisite interdisciplinary structure is firmly established.

II. Mission

INAS will be an interdisciplinary institute at the University of Georgia whose mission will be: (1) to serve as an instructional organization for an undergraduate and graduate program in NAS; (2) to establish the University of Georgia as a preeminent center for Native American Studies in the United States; (3) to promote cooperative research projects involving faculty and students at UGA; (4) to build the Southeastern Native American Documents Digital Project; (5) to make known the resources for study of America's indigenous inhabitants available at UGA; (6) to promote team teaching among faculty in different departments and schools related to NAS and to help end isolation of faculty in NAS by providing cooperative opportunities; and (7) to provide institutional support in NAS for faculty teaching the required multicultural and cultural diversity courses across campus.

III. Need and Justification

Georgia was an important area for indigenous peoples from the ice age until the 19th century. There are two significant mound sites of Mississippian culture here (the Etowah Indian Mounds and the Ocmulgee National Monument), as well as numerous lesser known sites. Historically, Georgia was the home to a number of Native American tribes, most notably the Cherokee, the Creek (Muscogee), Yamasee, and Yuchi. The Creek play a prominent part in the foundational myth of the state. The Cherokee are a principal player in one of the most important dramas of the first half of the 19th century, Removal and the Trail of Tears. The Yamasee and the Yuchi are often erroneously referred to as extinct peoples (the latter merged with the Creek). Yet today, though there are no reservations in the state, many Georgians still trace their ancestry to these groups, as well as to the Creek and Cherokee. Native place names blanket the state. Even so, most Georgians remain under-informed about these cultures and this history.

Because of past attempts to utterly eradicate Native American presence in Georgia, the creation of INAS and the NAS program here takes on added historical significance. The establishment of INAS will thus immediately attract national attention, particularly among the Native American community. It will serve the community of Georgia by improving the quality of teaching about this important part of the state's history. Today, many UGA students who do not consider themselves to be "native" nonetheless trace part of their heritage to Cherokee or Creek ancestors. The present level of interest can be seen in the fact that most existing courses at the university are consistently oversubscribed. The need for an NAS program was underscored during the 1990s when Georgia recognized descendants of its indigenous peoples by extending state recognition (as

opposed to federal recognition) to a number of tribal nations. While the merit of this mechanism for ethnic recognition may be debated, it nevertheless highlights the unique historical legacy of Georgia's long role in Indian America.

In 1995, UGA instituted a multicultural requirement for undergraduates. Though the university has considerable strengths for the study of Native peoples, there remains nonetheless a weakness in this area. NAS will permit undergraduates not only to study their heritage but will also given them a more complete picture of the history of Georgia.

The current high level of undergraduate interest is sure to rise when a wave of Latino/a students enter UGA in the near future. Since 1990, the Latino/a population has increased by 300%, making it the fastest growing ethnic group in the state. Because of the mestizaje (or mixed Native/Hispanic) character of Latino/as, there is considerable Native heritage and cultural retentions, generating a great deal of interest in Native American Studies, particularly Mesoamerican cultures, among Latino/a students. NAS would attract and serve this growing population, thus helping UGA keep up with the changing demographics of the state. Similarly, because of generations of intermarriage of Natives and Blacks, many African-Americans have Native ancestry about which they are interested in learning.

INAS and NAS will serve as a further acknowledgment of Georgia's past and stand as a beacon in this regard—virtually alone among Southern states, pointing toward a new, more culturally diverse awareness of Georgia's future. If, as will be discussed below, a relationship could be forged with the University of Oklahoma, one of the leaders in Native American Studies, it would serve to link two important academic institutions at both ends of the Trail of Tears. In addition, there are other institutional connections that might be developed to enhance and grow INAS and NAS at the university, and contacts have already been made by NAS faculty and the Cherokee communities at Qualla and Snowbird.

In the past few years, Native American Studies has been solidifying its position in the academy. Dartmouth and the University of California, Davis have created the first two departments (as opposed to centers or programs) in the subject. Harvard, which had a Native student assistance program for some years, added an academic component to its American Indian Program. Cornell has gone through major changes in its Native American Studies program. The University of California, Riverside has established the only filled endowed chair in American Indian Studies in the United States.

Within this time of ferment, there are tremendous opportunities for UGA to emerge quickly as a major center in the increasingly important field of Native American Studies. Though some top-rank institutions such as Dartmouth, Michigan, Cornell, and (recently) Harvard are moving to establish themselves in the discipline, there is a good window of opportunity. What has emerged, primarily, is a set of regional programs—at the University of Arizona (which recently began a PhD program in American Indian Studies), University of Oklahoma, University of Kansas, University of Minnesota, University of Iowa, and so on.

Three things become immediately apparent from this list. First, all are public institutions in states with historical ties to Native American communities. Second, none, for a variety of internal reasons, has been able to emerge as the preeminent center for Native American Studies. Finally, there is no institution in the South that has made it onto the “radar screen” as important in Native American Studies (almost all significant programs are west of the Mississippi). UGA could, therefore, not only become a nationally recognized institution in the field but would stand essentially alone among institutions in the South.

Today, among colleges and universities in the Southeast, only the University of North Carolina has any presence at all in Native American Studies. This is based primarily on the presence of two historians, Theda Perdue and Michael Green. Though Prof. Perdue has attracted some graduate students interested in Native American Studies, institutionally the only program offered at UNC is an undergraduate concentration in Native American Studies within its American Studies major. The University of Florida has a Native American Program; this, however, is almost exclusively an agricultural outreach program to the Seminoles of that state. The University of Arkansas has the American Native Press Archives, which does some programming but consists largely, as its name implies, of an impressive collection of Native journalism. Otherwise the pattern at southeastern institutions is the presence of one or two isolated faculty members, usually in history, who teach courses with varying degrees of Native content. Several years ago, Duke rejected a request by Native students to create a Native American Studies program, stating that there were not enough Native students to justify it. Such an attitude misses the fact that Native American Studies programs do not primarily exist to teach Native students about their own cultures, nor are such students the main consumers of courses in the subject.

The University of Georgia should use this window of opportunity to create an institute and program in Native American Studies. In the near term, NAS will provide undergraduate and graduate certificates in established disciplines for students who desire training and expertise in the growing field of Native American Studies. In the long term, INAS will strive to enhance UGA’s efforts in the field and its national and international visibility through a variety of programs designed to enhance the university’s position as the only national leader in Native American Studies located in the American Southeast.

A university’s greatest resource is its faculty. As noted previously, UGA is richly endowed in this regard and could assemble a core faculty in NAS immediately that would make existing Native American Studies programs envious. The Department of Anthropology has long been a regional leader in studying and preserving Native cultures in the Southeast and throughout the Americas. Charles Hudson, Michael Olien, Ervan Garrison, Stephen Kowalewski, David Hally, Elois Berlin, Brent Berlin, Robert Rhoades, and Mark Williams all have established expertise in the field. This well established and highly regarded tradition at UGA begun by Anthropology is augmented by a significant number of other faculty in a variety of disciplines: Milner Ball (Law), Timothy Powell (English and the proposed Associate Director), Claudio Saunt (History), Russell Kirkland

(Religion), Deborah Tippins (Education), Bridget Anderson (English and Linguistics), Patricia Richards (Sociology), Caroline Desbiens (Geography), and David Payne (English). Jace Weaver (Religion), the proposed Director and recently hired from Yale, is recognized internationally as a leader in the field of Native American Studies; in addition to Native American religious traditions, he has training and expertise in law and literature. He has taught courses in these subjects at Yale and Columbia, and his books are taught across the United States and abroad. In addition to this “core” faculty, there are a number of faculty in other areas across the university that can fill out an NAS program. Beyond, however, these impressive faculty resources, there is additional infrastructure at UGA for the establishment of INAS and NAS.

Drs. Garrison and Kirkland have shepherded the collection of video teaching resources related to Native Americans. In 1996, Dr. Garrison helped organize a very successful arts festival, “UGA Arts '96 Native American Inclusion Project” with the Native American Cultural Society of Athens. In addition Drs. Garrison, Kirkland, and Payne have brought significant Native American Studies Scholars to campus, including N. Scott Momaday, Joy Harjo, Louis Owens, Diane Glancy, Christopher Jocks, and Micheline Pesantubbee.

Another important dimension of existing infrastructure that the program will develop is the extensive electronic archives housed in the Digital Library of Georgia (DLG). Now including more than 1000 primary documents in the Southeastern Native American Documents collection, it is one of the finest digital collections of American Indian culture in the country. Dr. Powell and Barbara McCaskill (English) have continued to build this collection by working to digitize the Cherokee Phoenix, the first Native American newspaper. In 2000, Drs. Powell and McCaskill set up the Teaching and Learning Center in the Main Library to train students to digitize and tag documents and to encourage use of technology in the classroom. In order to make these electronic holdings more accessible, Dr. Powell recently began editing a website (The Multicultural Archive of Georgia) which will include lesson plans, time lines, bibliographies, biographies, analytical essays, and links to the on-line New Georgia Encyclopedia. Another project already underway is the digital photographing of Native artifacts in the holdings of Anthropology and the Museum of Natural History. These items, some of which may soon be returned to tribal nations, could then become part of a Digital Museum of Georgia to be housed in DLG. Once accomplished, this project would be of great service to school students (and people in general) across the state who might otherwise have no means of viewing these objects. Finally, Dr. Bridget Anderson has already collected 100 hours of oral histories from Snowbird, funded in part by the President’s Venture Fund, which will be valuable to scholars when made available.

Given all these different resources across campus, the next step is to create a single program to coordinate these diverse but related projects. In doing so, students would be able to document the interdisciplinary work they had done in Native American Studies with a certificate of specialization that would be beneficial whether they went into education, law, business, information technology, or academia. More importantly, UGA

would position itself as both a regional and national leader in the field of Native American Studies.

IV. Academic Objectives

Dr. Weaver has already received several inquiries from students in the US and Canada about graduate study at UGA. One of these, a student from the Qualla Boundary (the Cherokee reservation in North Carolina) and a former student of Dr. Weaver at Yale, already applied for the Ph.D. in Sociology. Another, also from Qualla, is currently applying in Anthropology. A principal reason for her application was the possibility of an NAS program here. NAS will allow students to study the rich and complex Native cultures of the Americas, with special emphasis given to the state of Georgia. The interdisciplinary structure of the program and institute will provide its graduates with a strong background in this field and help break down walls between departments and colleges, in turn creating a more integrated and mutually supportive academic community for both students and faculty. NAS will support the new multicultural studies requirement.

NAS will offer a large selection of undergraduate and graduate courses. In addition to other requirements for a certificate in NAS, undergraduates will be required to meet a distribution requirement ensuring that they take at least one course in each of four critical areas in Native American Studies: cultures, archaeology or history, policy, and literature. Graduate students will have to fulfill a similar requirement. Because of the program's commitment to studying the diverse cultures of the Americas, with special attention to Georgia, one of its features could be team-taught courses such as "Multicultural Georgia," developed by Dr. Powell and John Inscoe (History), featuring guest lectures by faculty from different departments. The faculty for NAS will be drawn from various schools, departments, programs, and disciplines. The courses that would form the NAS curriculum are already approved and currently taught. INAS will coordinate and document the wide array of courses available to provide students with greater awareness of existing possibilities for an interdisciplinary education. The institute also will encourage faculty in other departments and disciplines, such as comparative literature, drama, and political science to teach courses with Native content to further supplement the program (and help provide them with the tools to do so). For sample syllabi of existing courses, see Appendix B.

Enrollment in NAS will begin in the fall semester 2004. The first certificates could be awarded in 2006.

Because of existing expertise across campus, no new faculty will initially be needed. The Cherokee Phoenix Project, Multicultural Archive of Georgia, and Southeastern Native American Documents Project (SNADP) provide both resources supporting NAS and models for future projects. INAS will encourage collaborative projects with other academic institutions across the state. In addition, relationships might be developed (such as that with the University of Tennessee on the SNADP) with other regional partners, such as Qualla (the reservation closest to UGA) and Western Carolina

University (the closest institution to Qualla). Finally, and perhaps most importantly, there is the possibility of linkages with the Native American Studies Program at the University of Oklahoma. As already noted, OU has one of the most significant programs in the nation. Dr. Weaver has important personal and professional connections in the program. These faculty in the OU program have expressed interest in a cooperative relationship linking the two ends of the Trail of Tears. Because of the significance of the University of Georgia, such cooperation is logical, and it is unlikely to happen with most other institutions in the region. Establishing a meaningful connection between these two programs will help place UGA at the forefront nationally in Native American Studies.

In order to attract national attention for the institute, Drs. Weaver and Powell are planning to apply for a State-of-the-Art grant that would allow the university to host a conference bringing together Native American Studies scholars from across the US and Canada. Such a convocation would not only benefit many constituencies: faculty, students, local residents, and the Native American community. It would also be a service to Native American Studies generally and declare UGA's presence in (and commitment to) the discipline. The Georgia Center is an ideal venue for this. To introduce students and scholars to NAS at UGA, initial advertising and publicity will be necessary, outlining resources for Native American Studies at the university. Because, however, a brochure can easily become outdated, it is suggested that the material normally contained in a brochure be posted on a website where it can be easily updated.

V. Research Objectives

INAS will initiate, strengthen, and facilitate interdisciplinary research by: (1) providing a faculty seminar for training in Native American Studies; (2) organizing a regular forum for NAS faculty to give papers and/or participate in roundtable discussions related to their work; (3) promoting interdisciplinary research projects by individuals and groups within NAS; (4) creating a database of successful grant applicants and assisting faculty members in identifying relevant fellowship and grant opportunities; (5) applying for larger grants that will allow for the creation of a fellowship program to bring in guest lecturers and visiting scholars working on projects related to NAS; (6) fostering a network of scholarship focused on Native American Studies through an INAS website and the DLG to link faculty throughout the statewide university system; and (7) fostering research exchange between UGA and other institutions and organizations.

INAS and NAS will provide a centralized structure that will significantly improve other areas of the university dedicated to academic quality. Their most immediate impact will be in supplementing and servicing the multicultural studies requirement in the undergraduate curriculum. An NAS website will strengthen faculty development by providing sample syllabi, keeping faculty abreast of grant deadlines and opportunities for publication, creating a virtual community where faculty can ask research oriented questions, and developing databases of research and teaching material relevant to NAS. INAS will work closely with the library to build collections in appropriate areas. Another important aspect of the program will be to coordinate faculty in different schools and department to bring speakers whose work relates to NAS. Finally, INAS will seek to

collaborate on program with academic professional organizations (e.g., the American Academy of Religion, the American Studies Association, and the Modern Language Association).

VI. Service Objectives

In addition to academic courses of study and scholarly research programs, INAS will promote NAS and diversity awareness programs beyond the university. NAS faculty members have participated and will participate with other organizations on campus devoted to increasing cultural diversity such as UGA's Institute of Continuing Judicial Education, which runs seminars for judges throughout the state. Areas of future development might include building ties to the Terry College of Business to help train graduate students in the intricacies of economic development on reservations or in Native or cultural diversity programs in a corporate setting. There has also been discussion of continuing education programs in conjunction with the Georgia Center for primary and secondary teachers around the state to improve teaching about American Indians in Georgia schools. Dr. Weaver has produced an award-winning curriculum with resources for secondary schools and introductory college courses on CD-ROM. A revision of this resource as a print book is currently in press. An ongoing project for INAS might be to have undergraduate and graduate Education students write pedagogical guides to this resource to make it more available to secondary, and even primary, school teachers in Georgia. An INAS website might help make these and other resources at UGA more widely available, while increasing awareness of NAS at the same time.

VII. Future Goals

Setting up certificate programs is simply the first step in a larger plan to make NAS one of the leading programs of its kind both regionally and in the country. The next step will be to establish connections with other institutions in the Southeast (such as Western Carolina University) and nationally (such as the University of Oklahoma). If this proposal is accepted, INAS will apply for a large institutional grant from sources such as the NEH or the Ford, Kellogg, or Rockefeller Foundations. Corporate partners in Georgia are also logical possibilities (In this regard, it is worth noting the Coca Cola Foundation gave funds to the University of Oklahoma for its Native American Studies program; though not enough to endow a chair, the grant was significant enough to ask for a naming opportunity: Clara Sue Kidwell, the program's director is the first Coca Cola Professor). With external support, INAS will (1) create programs for primary and secondary school teachers in Georgia; (2) fund research assistant lines to enable graduate students to explore university collections; (3) hire a grant-writing specialist help secure funding for operations of the institute and to assist faculty in identifying and writing grants; (4) establish a program to bring visiting scholars to campus; and (5) provide a fellowship program that will allow NAS faculty release time to pursue course development and research projects.

VIII. Administration and Location

INAS and NAS will be housed in the Department of Religion. Such a location is logical within the structures of UGA specifically and considering Native American Studies in general. At UGA, Jace Weaver, a recognized specialist trained in and practicing Native American Studies is appointed in Religion, and Religion and Anthropology have been in the forefront of the field at the university in offering courses with Native content. Further, Native cultures are totalizing systems that operate based on a religious worldview. Religious studies is often the key to understanding any given element of these cultures. Religion is a core discipline in Native American Studies. For this reason, the programs at the University of California, Santa Barbara and at the Claremont colleges, for example, are located in religious studies. Jace Weaver will serve as the first Director, and his office in Peabody Hall will be the initial center of operations until other space becomes available on campus.

INAS and NAS will be administered by a Director, who will be assisted by one Associate Director and Steering Committee of five UGA faculty members (one each from English, History, Anthropology, and Religion, and one additional representative from a participating department, school, or college). (The Department Head of Religion will be an *ex officio* member of the Steering Committee.) There will also be an Advisory Board of senior faculty members who are affiliated with INAS (provided that the Director may, in consultation with appropriate department heads and deans of participating schools and colleges, appoint selected junior faculty members to the Advisory Board in order to assure that all appropriate departments and programs are represented).

The Director will serve a renewable five-year term. He or she will be both the chief representative of the institute within the university and the liaison with funding agencies and other programs in the U.S. and abroad. S/he will be responsible for coordinating all activities of INAS and NAS. S/he will establish relationships with other programs and explore the possibility for teaching exchanges, conferences, workshops, and seminars, as well as joint research projects. The Director will chair Steering Committee and faculty meetings. It is assumed that the Director will be a regular faculty member who will direct the program on a part-time basis and who will receive a 50% course relief so that s/he can manage the program effectively. This is especially important since a significant portion of his or her duties will be devoted to fundraising (see "XI. Budget," below).

The Associate Director will be appointed by the Director and will serve a five-year term, renewable for an additional term. The Associate Director will assist the director in all aspects of the program. S/he will administer the program in the absence of the Director. Members of the Steering Committee will serve renewable three-year terms and will be appointed by the Director in consultation with the heads of designated departments and deans of participating schools and colleges. Together with the Associate Director, the Steering Committee will help the Director in developing the program, particularly its curriculum and research programs.

INAS and NAS will commence operations at the beginning of the 2004-2005 academic year, or as soon thereafter as it receives the requisite UGA approvals.

IX. Letters of Support

See attached letters of support from administrators of participating units.

X. Recommendations for Creation of Courses

The Director and INAS will work closely with participating units to create both undergraduate and graduate courses to fill gaps in the current curriculum to make NAS a more coherent educational experience. It is important to note, however, that all the courses needed to launch the undergraduate and graduate certificates in NAS already exist.

XI. Budget

INAS and the Director will actively pursue grants to support the program's operations. It is hoped and anticipated that the program will be fully sufficient after two years of operation. In each of its first two years of operation, INAS will plan to hold a conference at UGA, which will bring leaders in Native American Studies to campus. Such a conference will not only provide educational opportunities for UGA students and faculty and establish UGA's profile and presence in the field but help further the field itself.

Start-up Cost and Operating Budget (2004-2005)

Conference	\$15,000
Supplies and Stationary	550
Telephone and Fax	850
Advertising	3,000
Director's Travel	2,000
Miscellaneous and Contingency	600
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Total	\$21,500

This budget is predicated upon the hope that INAS can receive a State-of-the-Art Grant to help fund the proposed conference. Other funds (exclusive of any course reduction for the Director) amount to only \$6500, and the proposed Director and Associate Director are confident these funds can be raised from outside sources. No funding is being requested at this time from the University. Additional programs will be dependant upon identification and receipt of additional funds. The Director and Associate Director have already begun exploring outside grants from NEH, the Pew Charitable Trust, Ford Foundation, Kellogg Foundation, Lily Endowment, and Rockefeller Foundation. They have also met with university development and some potential donors. Faculty of NAS have succeeded in the past in securing funds that could help build the program such as the Institute of Museum Library Studies grant for the Southeastern Native American Documents project in the Digital Library of Georgia and the Georgia History Consortium

that recent funded a mini-conference on Southeastern Indians at UGA. At Yale, Dr. Weaver was successful in getting grants from tribal and educational sources to aid in an annual conference similar to that in this proposal.

APPENDIX A: Faculty with Interest and Expertise in Native American Studies

<u>Name</u>	<u>Discipline</u>	<u>Area</u>
José Alvarez	Romance Languages	Latino/a
Mitos Andaya	Music	Choral
Bridget Anderson	English	Linguistics
Milner Ball	Law	Law and Religion
Brent Berlin	Anthropology	Meso-America
Elois Berlin	Anthropology	Meso-America
Pearl Bigfeather	Academic Affairs	Academic Affairs
Judith Cofer	English	Latino/a
Caroline Desbiens	Geography	Canada
Leslie Feracho	Romance Languages	Caribbean
Roberta Fernandez	Romance Languages	Latino/a
Ervan Garrison	Anthropology/Geology	Methodologies
David Hally	Anthropology	Native American
Charles Hudson	Anthropology	Native American
John Inscoe	History	Multicultural
Doris Kadish	Romance Languages	Caribbean
Roy Kennedy	Music	Music Therapy
Jean Kidula	Music	Ethnomusicology
Russell Kirkland	Religion	Native American
Stephen Kowaleski	Anthropology	Meso-American
Tricia Lootens	English	Multicultural
Barbara McCaskill	English	Multicultural
Carolyn Medine	Religion	Religion and Literature
Laura Moore	History	Native American
Diane Morrow	History	Multicultural
James Nagel	English	Multicultural
Michael Olien	Anthropology	Meso-America
Jenny Oliver	Education	Multicultural
David Payne	English	Native Literature
Timothy Powell	English	Native Literature
Will Power	Religion	Religion and Ecology
Robert Pratt	History	Multicultural
Robert Rhoades	Anthropology	Native American
Reinaldo Roman	History	Latino/a
Patricia Richards	Sociology	Gender
Claudio Saunt	History	Native American
David Schiller	Music	Musicology
Bryant Simon	History	American History
Deborah Tippins	Education	Science Education
James Virga	Journalism	Photojournalism
Jace Weaver	Religion/Law	Native American
Laura Weaver	English	Native Literature
Mark Williams	Anthropology	Archaeology
Michael Winship	History	Native American

APPENDIX B**Sample Syllabi**

Please see the attached sample syllabi.

APPENDIX C**Letters of Support**

Please see the attached letters of support.



The University of Georgia

Franklin College of Arts and Sciences
Department of Anthropology

October 13, 2003
Aktowba awabtuchena
Talhepa Sapokni tuklo akucha tuchena

Dr. David Williams
Head,
Department of Religion
Peabody Hall
University of Georgia

Re: Letter of Support for an Institute of Native American Studies

Dear Professor Williams:

When one is enthusiastic, as I am, for the proposed Institute of Native American Studies and a Program in Native American Studies, it is, perhaps, a daunting issue in knowing where or how to start one's letter of support. My trepidation does not spring from any lack of a multitude of good reasons for such endeavors, but rather from my fear I will not adequately communicate my enthusiasm and hope for the approval of both these initiatives. By this preface alone, I signal my support for the proposal to which this letter is attached. Still, let me attempt to enlarge on a few of the reasons I do so.

The first reason is one of intellectual and historical relevance to UGA. The University of Georgia (UGA) is the public guardian of higher education and learning for this state. It has been this since 1785. It is correct to say that when UGA was in its academic infancy the region in which it was embedded was more Native American than "Georgian." Two great tribal peoples occupied the Valley of the Oconee and the Piedmont Valleys of that river's origins. These were the Creek/Muskogee and Cherokee. In the former's case, the term "Creek" refers more to a confederation of linguistically related-Muskogee-peoples, while Cherokee refers more to cohesive cultural tribal structure. Knowledge and awareness of Native Americans was a fact of everyday life in UGA's early years. It had to be NOT because of any threat to the new college but simply because the conduct of economic and social intercourse in north Georgia, of the early 19th century, demanded it.

The Creek and Cherokee peoples are gone from UGA's vicinity. They were forced out of Georgia in the wake of the Dahlonega Gold Rush of the mid-1830s and as a result of governmental- State and Federal- antipathy to these Native Americans. That the University of Georgia does not bear better witness to this historical fact points to the need for a vehicle to do so.

The proposed Institute and Program of Native American Studies are the venues for redressing the intellectual silence and cultural “amnesia” of this state on its own Native past. The treatment of Native Americans, by Georgia, is by way of example, an allegory for the cultural exclusivity that, today, is known by its modern name of “ethnic cleansing.” By whatever name, it set precedents- good and bad- for the next century and a half and influenced the relationships of the United States with all its Native Americans. The students of today’s UGA should be aware of this important historical connection.

The Contemporary role of an intellectual program in Native American Studies is as important as the historical. That Native Americans “left” Georgia, and the American South, before the American Civil War, does not mean they disappeared from the American landscape. Nor did their legacy entirely leave Georgia. The descendents of intermarriages and liaisons remained after the Removal. In their homes and families, the underground legacy of Georgia’s Native heritage was kept alive. Today it provides the core around which State-recognized tribal groups have coalesced in 21st century Georgia. Because of cultural loss and exile from the tribal societies removed beyond Georgia, there is a pent up demand for reconnection and redress of lost traditions. I can think of no better way to serve this audience than by the institution of a true university-level Native American Studies Program available to all Georgians, Native or no.

By way of example, I spoke, today, to a class of undergraduate students in the Department of Health Promotion and Education on Native American health issues. By way of introduction, I asked the class for three estimates of the number of federally-recognized tribes in the U.S. today. The estimates were 10, 30, and 50. The latter guess was roughly ten percent of the true number of 560 tribes. The number of those tribes in today’s Georgia- zero. The students of this class on community health would seem to one of the furthest removed from interest in Native America. To the contrary, I fielded more questions than I do, as a rule, in some typically-focused courses I teach in Anthropology. Why is this? I think it is a simple buttress for this pent-up intellectual interest by Georgia’s people in their Native connections. They deserve a truthful and factual presentation of the past and present Native America, not a stereotypical and Hollywood-type portrayal. To meet this intellectual demand requires an academic center and program focused on Native America.

In the contemporary economic world, “globalism” conflicts more and more with local concerns and cultures. One cannot but reflect on the relevance of America’s early experiment in the expansion of Old World geopolitics and economies into that of a Native New World. Perhaps the line between “economic globalism” and “colonial imperialism” is more fine than we think. While thinking about a draft of this letter, I caught a C-SPAN Channel presentation of a contemporary apologist history of Christopher Columbus, entitled the Enemies of Columbus. As I listened to the Q & A between author and audience, I was struck by the inherent

contemporaneity of the issues brought into play by that Italian navigator and how they continue to hold our attention 500 years on. Who are or were the “Enemies of Columbus”? I think, in the view of that author, they were less the Natives and more the “politically-correct,” “multiculturalists” who see in one of history’s greatest lessons in cultural and economic conflict, lessons for today’s world. If presented to our students, in classes and sponsored for a, of Native American Studies Program, might not they see the same as well?

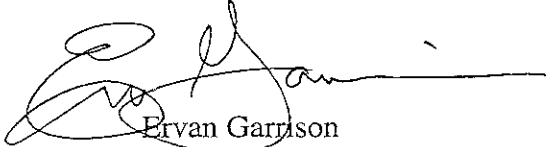
As Acting Head of the Department of Anthropology, let me address an important question which may be raised by some of the reviewers of this proposal. That question centers on the issue of “home” department for a Native American Studies Program. Why not Anthropology? History? Why Religion? If there were any objection to this Institute and Program’s residency in the Department of Religion, it would come from Anthropology. It doesn’t. The reason for our support of the residency of the Institute and Program is not contrary to this Department’s long and productive commitment to the study of Native Cultures in Georgia and the South. The Department of Anthropology, as noted by this proposal, has been a regional leader in studying and preserving Native cultures. Many of our past and present faculty have published landmark scholarly examples of this.

While Anthropology has a distinguished record in Native American scholarship, today, it does not have a defining focus in this particular area. Since the early 1990s, this department has shifted its intellectual focus to ecological and environmental anthropology. Because of this focus, and recognition that its resources are only adequate to support excellence in this chosen area of anthropology, we have consciously de-emphasized a traditional role of Native American studies. This is not to say, the Department of Anthropology does not enjoy continual high student subscription to its large and diverse set of course offerings on Native Americans. We are simply not the vehicle to integrate our strengths with those of history, religion, literature, English, linguistics, etc. That vehicle is the Institute of Native American Studies and its residency in the Department of Religion is not an issue.

To a large degree, religion- both as a university instructional unit and an intellectual enterprise- provides an arena wherein the issues of tradition, culture, and Native American spiritualism are more comfortably discussed. For example, the perceived- real or no- dichotomy between an “other world” metaphysics of the Judeo-Christian tradition versus that of a Native conjunction of humanity and the earth may be better informed in a religion forum than that of a social science. The ramifications of this theological debate have profound implications on how today’s cultures view the stewardship of earth’s finite resources.

By way of closing, I refer back to my letter's opening page where I wrote today's date in the language of my grandfather and mother- Choctaw. The Choctaw never lived in the limits of present-day Georgia, but many of those who did, notably Muskogean speakers, would recognize my dialect. Hopefully, one of the opportunities an Institute of Native American Studies and attendant Native American Studies Program will provide is the recognition, by UGA students of the future, of a living language important to that of their own history.

Sincerely,

A handwritten signature in black ink, appearing to read 'Evan Garrison', with a long horizontal line extending to the right.

Ervan Garrison
Professor
Anthropology and Geology
Acting Head, Anthropology



The University of Georgia

Franklin College of Arts and Sciences
Department of English

24 September 2003

Dr. David Williams
Head
Department of Religion
University of Georgia

Dear Dr. Williams,

I am writing to lend my enthusiastic support to the proposed Institute of Native American Studies. Given that three of our faculty members— Dr. David Payne, Dr. Timothy Powell (the proposed Associate Director), and Dr. Bridget Anderson— would be core faculty for the Institute, I am pleased to see the proposal put forward and I sincerely hope that it will be approved.

As you know, the Department of English has been at the forefront of developing the Multicultural curriculum. The department now offers multicultural classes at the 1000, 2000, 4000, 6000, and 8000 levels. Native American studies has always been one of the foundations of our Multicultural area (having been taught continuously since 1995). Given that we have now implemented courses at all levels of the graduate and undergraduate curriculum, it makes sense that the English department should begin reaching out to other departments and colleges by building interdisciplinary bridges such as the Institute of Native American Studies. Because this institute will be the first of its kind in the southeast, I am confident that it will succeed in generating grant money that will extend these connections throughout the state and the nation.

Our faculty members have been working for many years to lay the groundwork for Native American Studies. Dr. David Payne, for example, has invited many Native American speakers to UGA, helping to forge bonds to leading scholars and universities around the country. Dr. Timothy Powell has worked for the past five years to build the Southeastern Native American Documents archive in the Digital Library of Georgia which provides valuable pedagogical and research materials for teachers throughout the state. Dr. Bridget Anderson, finally, has done extensive field work on the Cherokee reservations in North Carolina, affording the unique opportunity to do community outreach and to recruit Cherokee students to UGA. Given this solid foundation, I am confident that an Institute of Native American Studies would quickly become nationally prominent.

Sincerely,



The University of Georgia

Department of Geography
Telephone (706) 542-2856
Fax (706) 542-2388
<http://www.ggy.uga.edu/>

Franklin College of Arts and Sciences

Room 204
Geography/Geology Building
Athens, Georgia 30602-2502
USA

September 24, 2003

Professor David Williams, Head
Department of Religion
UGA Campus

Dear Professor Williams:

I am writing to lend my enthusiastic support for the proposed Institute of Native American Studies here at the University of Georgia. Although these are difficult financial times for the university, this institute seems exceptionally important for both intellectual and historical reasons.

Intellectually, the Institute of Native American Studies (INAS) will provide a much needed forum for interdisciplinary cooperation among the History, Religion, English, Anthropology and Geography departments. The Department of Geography will benefit greatly because of the support it will provide to junior faculty members like Caroline Desbiens who works on issues of Native American geography among the Cree Indians of Canada. Because Caroline has a joint appointment with Geography and Women's Studies, she is uniquely suited for discussions that cross disciplinary boundaries. Caroline, is, however, the only person in Women's Studies or Geography who works on Native American culture. Therefore, INAS will not only provide important support for her research but will allow her the opportunity to work with highly trained graduate students.

From the geographical point of view, the enduring influence of Cherokee culture can be clearly seen in north Georgia, and the University of Georgia is uniquely positioned to take a lead in Cherokee Studies. I understand that the Institute will be headed by one of the leading Cherokee scholars in the country, Dr. Jace Weaver. Dr. Timothy Powell (who would be Associate Director of INAS) also informs me is that the Institute will have an extensive outreach program to the Cherokee reservations in North Carolina. Dr. Powell has been actively recruiting students from the reservation. It is clear that INAS has the potential to become nationally prominent in this area in a relatively short time.

In summary, I strongly support the creation of an Institute of Native American Studies on our campus. I believe that it would greatly enhance the opportunity for interdisciplinary projects not only within the Franklin College of Arts and Sciences but between the Colleges within the University. I sincerely hope that the proposal will be approved.

Sincerely,

Kavita Pandit
Professor and Head



The University of Georgia

Franklin College of Arts and Sciences
Department of History

September 29, 2003

Prof. David Williams, Head
Religion Department
University of Georgia
CAMPUS

Dear David,

I am writing to voice full support for the creation of a Southeastern Center for American Indian Studies (SCAIS) at the University of Georgia. The History Department at the University of Georgia is well-positioned to become a leading program in the Southeast for Native American history and in fact one of the top programs in the country. Our faculty is particularly strong in this area. Claudio Saunt specializes in Native American history and in 2000 won national awards for the best publication in Native American history and the best publication in Southern history. John Inscoe teaches courses on multicultural Georgia that cover the state's native past, and Reinaldo Román, who writes on Caribbean and Latin American history, includes an indigenous component in both his undergraduate and graduate courses. Among others, Peter Hoffer and Pamela Vockel also deal with Native American history in their research and teaching.

Without a center such as SCAIS, however, the Department will be hard pressed to compete with other emerging programs in the field. SCAIS will aid the History Department directly in several ways:

- Help attract top graduate students by providing a formal program in Native American studies.

- Create a center that will allow both faculty and graduate students to work across disciplinary boundaries.
- Provide important visibility nationwide for one of the department's central strengths.
- Allow undergraduate history majors to round out their interest in native history by taking courses in other departments.
- Create a university-wide community of faculty, graduate students, and undergraduates who are interested in native studies.
- Provide support for team-taught courses.
- Attract cultural figures to campus who will contribute to the education of both undergraduates and graduates.

I am impressed by the range and depth of the proposal for the creation of a center for American Indian studies and look forward to following the progress of this important endeavor.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'E. Larson', written in a cursive style.

Edward J. Larson
Russell Professor of History
and History Department Chair



The University of Georgia

School of Music

October 7, 2003

Dr. David Williams
Professor and Head
Department of Religion
Peabody Hall
Campus

Dear Dr. Williams,

I am writing in support of the proposed Institute for Native American Studies. In view of the interdisciplinary nature of the Institute, it is quite possible that the School of Music could participate through course offerings such as MUSI 4270/6270, "Topics of Musical Cultures of the World" and MUSI 3020, "World Music Survey: Africa, Europe, and the Americas." I believe that Drs. Roy Kennedy (Music Therapy), Dr. David Schiller (Musicology), and Dr. Jean Kidula (Ethnomusicology) of our faculty would be interested in participating in the Institute.

I look forward to the prospect of establishing the Institute and wish you well in your efforts. Please let me know if you need additional information or if I can be of further assistance.

Sincerely,

Donald R. Lowe
Professor and Director



The University of Georgia

Department of Romance Languages

1 October 2003
Professor David Williams, Head
Department of Religion
009 Peabody Hall
CAMPUS

Dear David:

It is my pleasure to support the proposed Institute of Native American Studies at the University of Georgia. The creation of the Institute will fill an important intellectual and cultural gap at UGA.

As far as the Department of Romance Languages is concerned, a variety of faculty members in French, Portuguese and Spanish have teaching and research interests in Native American Studies. Faculty in this department would be able to offer concrete support for the proposal in the form of classes devoted to the study of Latino/a issues in the United States, the Caribbean, and Central and South America. As you point out in the proposal, the Latino community in particular is the fastest growing ethnic group in the state of Georgia, and indeed in the entire country. The strong Latino presence in the U.S. has generated much interest in Latino language, literature and culture in general, and in the complexities of Latino, Mesoamerican and Native American issues of race, class and gender in particular.

The creation of an Institute of Native American Studies is entirely appropriate at this time, and I hope that the proposal will be approved.

Sincerely,

Noel Fallows
Professor and Head



The University of Georgia

Franklin College of Arts and Sciences
Department of Sociology

October 6, 2003

Dr. David Williams
Head
Department of Religion
University of Georgia
Campus

Dear David:

I am writing to express my wholehearted support for the proposed Institute of Native American Studies at the University of Georgia.

Native American Studies are an important and rapidly growing academic field, yet it is one that has been neglected not just in Georgia but in the southeast as a whole. The proposed institute would fill this gap. I understand that it would be the only institute of its kind at any college or university in this region of the country.

I am particularly pleased that the proposed institute is designed to encourage interdisciplinary research. It promises to bring together faculty and graduate students in the social sciences and the humanities in a way that is seldom achieved on campus. In addition, it will strengthen the University's commitment to diversity.

Finally, in this era of budget constraints, it is important to note that the proposed institute will be self-sufficient. The establishment of the institute therefore represents an extraordinary opportunity to enhance the University's academic mission without further taxing the institution's limited resources.

I endorse the proposal without reservation and I hope it will be approved.

Sincerely

William Finlay
Professor and Head



The University of Georgia

Franklin College of Arts and Sciences
Department of Anthropology

October 27, 2003

Dr. David Williams, Head
Department of Religion
University of Georgia
Athens, GA 30602

Dear David:

I am pleased to lend my support to the proposed Institute for Native American Studies at the University of Georgia. Somebody should have thought of this years ago.

This proposal will cost the University very little, but the payoff promises to be large. The faculty is already in place, and most of the courses to make it work are already in the catalog.

In the long run, this institute will be known for the scholarship it sponsors and produces, but several short run successes are assured: a forum and network for heretofore isolated UGA scholars interested in Native American subjects, a variety of enriched courses of study for undergraduates and graduates, and further evidence of the University of Georgia's commitment to providing multicultural offerings to its students.

Jace Weaver is to be commended for initiating the effort that has got this proposal off the ground.

Sincerely,

Charles Hudson
Franklin Professor Emeritus of Anthropology and History



The University of Georgia

College of Education
Office of the Dean

March 16, 2004

To: Dr. David Williams, Chair
Department of Religion

From: Louis *L. Castenell, Jr.*
Dean

Re: Support for the Institute for Native American Studies

I would like to offer my endorsement for the development of this new institute at the University of Georgia. You are to be commended for seeing the need to systematically study the contributions and culture Native Americans have given to the rest of us nationally as well as in the state of Georgia. Our campus is indeed fortunate to have a collection of scholars across campus that are interested and willing to contribute to this institute. In fact, the interdisciplinary focus of your proposal is one of the strengths of your proposed institute, in addition to not requiring any new funding at this time. Your plan to award graduate and undergraduate students certificates in Native American studies should be very attractive to our student body and will add to our multicultural course offerings for all students. I am also pleased to see two faculty from the College of Education are interested in affiliating with your proposed institute.

In sum, you have my strong support in moving this important new initiative forward on campus.



The University of Georgia

John Soloski
Dean

Grady College of Journalism and Mass Communication

237 Journalism Building
Athens, Georgia 30602-3018
Telephone (706) 542-1704
Fax (706) 542-2183
jsoloski@uga.edu

March 16, 2004

Dean Wyatt Anderson
College of Arts and Sciences
310 New College
Campus

Dear Wyatt:

I am writing to express the full support of the Grady College for the proposed Institute for Native American Studies.

The Institute is an attractive prospect on several grounds. I am particularly pleased that it is designed to encourage and facilitate interdisciplinary efforts across campus, not only among the departments within the Franklin College, but also between Colleges within the University. It is my understanding the Institute would provide the only program in Native American Studies in the Southeast. Therefore, establishing the Institute would fill an important intellectual gap and enhance the University's national stature. At this time of limited resources it is good to see that the proposed Institute will be self-sufficient.

The Institute represents an extraordinary opportunity for the University and I hope the proposal is approved.

Sincerely,



John Soloski
Dean

Cc: Professor David S. Williams



The University of Georgia

Rebecca Hanner White
Interim Dean
and J. Alton Hosch Professor of Law

School of Law
Office of the Dean

April 12, 2004

Professor David S. Williams
Head
Department of Religion
Peabody Hall
University of Georgia

Dear Professor Williams:

I am writing to express the full support of the Law School for the proposed Institute for Native American Studies.

The Institute is an attractive prospect on several grounds. I am particularly pleased that it is designed to encourage and facilitate interdisciplinary efforts across campus not only among the departments within the Franklin College, but also between Colleges and Schools within the University. Further, it is my understanding that the Institute would provide the only program in Native American Studies in the Southeast. Thus it seems that establishing the Institute would fill an important intellectual gap and enhance the University's national stature. Finally, at this time of limited resources it is good to see that the proposed Institute will be self-sufficient.

In sum, the Institute represents an extraordinary opportunity for the University, and I hope that the proposal is approved.

Sincerely,

Rebecca Hanner White
Interim Dean
and J. Alton Hosch Professor of Law