

**Proposal for a  
Graduate Certificate  
in Native American Studies  
at the University of Georgia**

**Submitted by:  
The Department of Religion**

## **I. Basic Information**

**Institution:** The University of Georgia

**Date:** March 15, 2004

**School/College:** Franklin College of Arts and Sciences

**Departments/Divisions:** Department of Religion

**Level:** Graduate

**Proposed starting date of the program:** Fall 2004

### **Abstract of the Program**

This proposed certificate program accompanies a proposal to establish an Institute of Native American Studies (INAS) at UGA, which would make UGA the only college or university in the Southeast with a Native American Studies program. INAS will be an interdisciplinary institute that will administer graduate and undergraduate certificate programs in Native American Studies. It will promote and support teaching and research at UGA and throughout Georgia in Native American Studies. It will help UGA identify, recruit, and retain additional faculty and students of color.

Native American Studies is a growing field of academic study around the US, but it is unrepresented in UGA's programs and majors. Georgia has a significant Native American heritage, and there is a natural constituency for the institute. Certificate programs in Native American Studies will add to the reputation and prestige of the University, increase diversity at it, and support the existing undergraduate multicultural and cultural diversity requirements.

The proposed graduate certificate program is comparative and interdisciplinary, and is designed for students who wish to specialize or gain expertise in Native American Studies. It will draw curriculum from a large number of disciplines, including anthropology, archaeology, education, English, law, linguistics, literature, and religion. The requirements for the program include 19 hours of course work, including at least one course in archaeology; at least one course (or directed study) in each of four core areas (cultures, history, law and policy, and literature); directed reading at the graduate level (e.g., ANTH 8000 or ENGL 8960) in major topics in Native American Studies, as approved by the Director of INAS; successful completion of the methodological course, RELI 6700 *Methods in the Study of Native American Cultures*; and a research paper on a topic selected in consultation with and approved by the Director of INAS.

The proposal does not require the creation of new facilities and can be launched immediately with existing faculty. It is expected that INAS and its certificate programs will be self-sufficient and no funding is being requested at this time from the University.

The graduate certificate program will be administered by the Director of INAS.

## **II. Response to the Criteria for All Programs**

### **1. Purpose and Educational Objectives of the Program**

#### **A. Purpose and Educational Objectives**

The purpose and educational objectives of the proposed certificate program include:

- To establish UGA as a preeminent center for Native American Studies.
- To initiate, strengthen, and facilitate interdisciplinary research in Native American Studies at UGA.
- To facilitate cooperation between and among faculty and students with expertise and interest in Native American Studies.
- To train students in theory, methods, and research relating to Native American Studies.
- To help UGA identify, recruit, and retain first-rate faculty and students of color.
- To promote Native American Studies and diversity awareness beyond the University.

#### **B. Interdisciplinary Nature of the Program**

Native American Studies is inherently interdisciplinary. In addition to other requirements for a certificate in Native American Studies, students will be required to take at least one course in archaeology and meet a distribution requirement ensuring that they take at least one course in each of four critical areas in Native American Studies: cultures, history, law and policy, and literature. The faculty for INAS will be drawn from a minimum of four colleges/schools, as well as various departments, programs, and disciplines (see section 5 below).

## **2. Establishing a Need for the Program**

### **A. Explanation of the Necessity of the Program**

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 a program for students who desire training and expertise in the growing field of Native American Studies.

## **B. Required Information**

- 1. Semester/Year of Program Initiation:** Fall 2004
- 2. Semester/Year Full Implementation of Program:** Fall 2004
- 3. Semester/Year First Certificates will be awarded (estimated):** Spring 2006
- 4. Annual Number of Graduates expected (once program is established):** 3-5
- 5. Projected future trends for number of students enrolled in the program:** It is reasonable to expect that within five years a minimum of 5-10 students per year will be working toward completion of their certificates in Native American Studies.

## **3. Student Interest in the Program and Prospects for Minority Student Enrollment**

The current high level of student interest can be seen in the fact that most existing courses in Native American Studies at UGA are consistently oversubscribed. The level of 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. The proposed program 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. The program would likewise serve and attract this population. Finally, though Native American Studies will not attract exclusively (or even primarily) Native students, it will aid in this process. For all these reasons, it anticipated that minority student enrollment in the graduate certificate program in Native American Studies will be greater than the proportion of minority students in the total student body.

Anecdotal evidence may be added to this information. The proposed Director of INAS is Jace Weaver (Religion), who was recently hired from Yale. 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 Native American Studies program here.

#### **4. Design and Curriculum of the Program**

The minimum course requirement for the graduate certificate program in Native American Studies will be 19 hours of course work, including: (a) at least one course in archaeology; (b) at least one course (or directed study) in each of four core areas (cultures, history, law and policy, and literature); (c) directed reading at the graduate level (e.g., ANTH 8000 or ENGL 8960) in major topics in Native American Studies, as approved by the Director of INAS; (d) successful completion of the methodological course, RELI 6700 *Methods in the Study of Native American Cultures*; and (e) a research paper on a topic selected in consultation with and approved by the Director of INAS.

As proposed, the graduate certificate in Native American Studies does not require the creation of any new courses. Current courses that would be approved for the graduate certificate include:

ANTH 6020 *Indians of North America*  
 ANTH 6245 *Oral Literature*  
 ANTH 6460 *The Aztecs and the Maya*  
 ANTH 6470 *The Rise and Fall of the Southeastern Chiefdoms*  
 ANTH 6480 *The Indians of the Old South*  
 ANTH 6900 *Indigenous Latin America*  
 ANTH 8500 *Ethnoecology*  
 ENGL 8730 *Topics in Native American Literature*  
 ENGL 6850 *Native American Literature*  
 GEOG 6680 *Gender and Geography*  
 LAW 5500 *Indian Law*  
 MUSI 6270 *Topics of Musical Cultures of the World*  
 RELI 6700 *Methods in the Study of Native American Cultures*  
 RELI 6900 *Apocalyptic Religion in Cross-Cultural Perspective*

There are no accreditation standards for programs in Native American Studies, but the proposed program is in keeping with similar programs in the US. For example, the certificate program in Native American Indian Studies at the University of Massachusetts (Amherst) requires that students take a total of six courses (18 hours), spread over four required subject areas, including a minimum of one Anthropology course. Among others, Oklahoma State's Native American Studies program also requires 18 semester hours.

## 5. Faculty Resources

No new faculty will be needed for the full implementation of this program. Indeed, UGA already has a very strong core faculty in Native American Studies. 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 of INAS), Claudio Saunt (History), Russell Kirkland (Religion), Deborah Tippins (Education), Bridget Anderson (English and Linguistics), Patricia Richards (Sociology), Caroline Desbiens (Geography), and David Payne (English). As mentioned above, Jace Weaver (Religion) is the proposed Director of INAS. He is recognized internationally as a leader in the field of Native American Studies. In addition to Native American religious traditions, he also has training and expertise in law and literature. He has taught courses in these subjects at Yale and Columbia, and his numerous 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 a Native American Studies program. 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. Collectively, 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.

UGA faculty members with interest and expertise in Native American Studies include:

<b><u>Name</u></b>	<b><u>Discipline</u></b>	<b><u>Area</u></b>
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

## **6. Library, Computer, and Other Resources**

### **A. Library Resources**

No additional library resources are needed for the full implementation of the proposed graduate certificate program. Academic journals and periodicals not currently received by UGA may be supplemented by other available resources, such as online resources.

### **B. Computer Resources**

No new computer resources are needed for the full implementation of the program.



### **C. Other Resources**

Drs. Ervan Garrison (Anthropology) and Russell Kirkland (Religion) have shepherded the collection of a library of video teaching resources at UGA related to Native Americans.

An important dimension of existing infrastructure that INAS will develop at UGA 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. Drs. Timothy Powell (English) 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. Finally, Dr. Bridget Anderson (English and Linguistics) 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 and students when made available. The establishment of INAS will facilitate the development of additional projects and resources.

### **7. Physical Facilities**

The proposed program will use existing classroom space and other facilities. No additional teaching space will be required for the full implementation of the program.

### **8. Expenses to the Institution for Full Implementation of the Program**

No additional funding is needed for the full implementation of the proposed certificate program and therefore no funding is being requested at this time from the University.

### **9. Financial Support Commitments Needed for Initiation and Full Development**

No additional funding is needed for the full implementation of the proposed certificate program and therefore no funding is being requested at this time from the University.

No additional facilities will be needed for the full implementation of the proposed certificate program.

## **10. Administration of the Program/Admission and Retention of Participants**

### **A. Administration of the Program**

INAS will be housed in the Department of Religion. It will be administered by a Director, who will be assisted by an Associate Director and a Steering Committee.

The graduate certificate in Native American Studies will be administered by the Director of INAS. In addition to managing the day-to-day operation of the program (including curriculum matters such as course proposals, changes, deletions, etc.), the Director will:

- Coordinate course offerings and maintain student records.
- Coordinate and promote activities associated with the program and do whatever is appropriate to secure extramural funding to support program activities.
- Consult with the Steering Committee on matters of policy, planning, and resource requirements.

### **B. Admission and Retention of Participants**

To be eligible to apply to the graduate certificate program in Native American Studies, an applicant must be a currently enrolled student in good standing in a degree-seeking graduate program at the University of Georgia. All applicants must seek approval of their major professors and will submit a formal application to the program (using a form to be developed, which must be signed by the student, the major professor, and the Director of INAS). The Steering Committee will vote to accept or reject each application. Rejected applicants may reapply as early as the following semester and/or appeal to the Steering Committee.

A proposed program of study (that is consistent with the curriculum design outlined in section 4 above) will be submitted to the Director of INAS during the student's first semester in the program (using a form to be developed). The Steering Committee will vote to accept, accept with modifications, or reject the student's proposed program of study. Required changes to a student's program of study may be appealed to the Steering Committee. An approved program of study will require the signature of the student and the Director of INAS.

The academic standards are the same as the UGA Graduate School standards. Students must maintain a 3.0 grade point average in all certificate courses. The graduate certificate will be awarded to students meeting the certificate requirements upon completion of their UGA graduate degree. The Director shall notify the Graduate School, on an annual basis, concerning students who have been awarded certificates.

The INAS Director and Steering Committee will annually conduct assessment of the certificate program.