

# AMERICAN INDIAN STUDIES (AMER IND)

## AMER IND 100 – INTRODUCTION TO AMERICAN INDIAN STUDIES

3 credits.

Focus is history, social organization, political experience, artistic expression of North American Indians, using methods and materials from a number of disciplines as an introduction to the interdisciplinary field.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify the complexity and diversity of Indian country, both from a historical and contemporary perspective.

Audience: Undergraduate

2. Recognize Native perspectives on identity and explain the impact of external influences on individual and tribal identity, including the role of Native stereotypes and (mis)representations of Native people.

Audience: Undergraduate

3. Discuss the impact of colonialism and federal Indian policy on tribal sovereignty and Native people and give examples of the ways tribal sovereignty and treaty rights have been eroded over time.

Audience: Undergraduate

4. Examine the impact of racism, privilege, marginalization and oppression on the production of contemporary disparities in Indian country.

Audience: Undergraduate

## AMER IND/AFROAMER/ASIAN AM/CHICLA/FOLKLORE 102 – INTRODUCTION TO COMPARATIVE US ETHNIC AND AMERICAN INDIAN STUDIES

3 credits.

Introduction to comparative ethnic studies, examining race, ethnicity, and indigeneity within the United States. Includes perspectives from African American, American Indian, Asian American, and Chican@ and Latin@ studies.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Recognize the multicultural history of the United States of America and the essential role of Indigenous, African, Asian and Chicax/e & Latinx/e peoples in the American story.

Audience: Undergraduate

2. Identify the creation, development and legacies of race-based discrimination in the United States.

Audience: Undergraduate

3. Explain the role of race in the creation of value systems in American society.

Audience: Undergraduate

4. Explore the heterogeneity and complexity within persistently marginalized groups as well as their relations to each other.

Audience: Undergraduate

5. Reflect on their learning experience so that they may develop as well-rounded, informed, and educated members of society who can effectively and successfully participate in a multicultural society.

Audience: Undergraduate

**AMER IND/LAND ARC 106 – EARTH PARTNERSHIP INDIGENOUS ARTS AND SCIENCES**

3 credits.

In collaboration with Tribal partners in Wisconsin, emphasize environmental science rooted in land stewardship and land management aligned with cultural values and Indigenous science processes. Experience the culture and ecology of a place while engaging in ecological restoration and stewardship, reflecting on relationships to the land and as global citizens. The intersection of Indigenous knowledge and Western science helps explain the need for a diversity of perspectives to respond to social and environmental justice in our changing world.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Articulate the importance of legitimizing diverse cultural perspectives and knowledge, and forming equitable relationships in a multicultural society

Audience: Undergraduate

2. Recognize Indigenous and other cultural groups' contributions to addressing environmental and social justice issues locally, regionally, and globally

Audience: Undergraduate

3. Comprehend how past traumas of colonization and racism impact communities today along with how inaccurate assumptions impact all peoples

Audience: Undergraduate

4. Apply an approach to restoration and stewardship that considers diverse perspectives and assets related to equity and inclusion

Audience: Undergraduate

5. Reflect and deepen one's understanding of the ancestral and contemporary lands of the Ho-Chunk Nation on whose land UW-Madison resides

Audience: Undergraduate

6. Experience firsthand the resiliency and self-determination of Indigenous communities in Wisconsin.

Audience: Undergraduate

7. Apply the four guiding principles of respect, responsibility, relationship, and reciprocity with the land community (including human and non-human members) through work in restoration and stewardship.

Audience: Undergraduate

8. Demonstrate understanding of Earth Partnership's 10 steps for restoration by applying appropriate steps to community-based projects and local Mound restoration efforts.

Audience: Undergraduate

**AMER IND/ENGL 172 – LITERATURES OF NATIVE AMERICA**

3 credits.

Introduction to the oral and written literatures of the peoples of native North America. An engagement with texts across historical periods, tribal groups, and regions to examine forms such as oratory, sermon, testimony, autobiography, and contemporary poetry and novels.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Literature. Counts toward the Humanities req

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Engage in thoughtful and respectful group discussions revolving not only around course texts, but controversial subjects that lie within.

Audience: Undergraduate

2. Familiarize and display understanding of community in Indigenous culture(s).

Audience: Undergraduate

3. Identify and make skillful use of relevant, reliable, and high-quality research sources appropriate to the study of Native and Indigenous literatures.

Audience: Undergraduate

4. Develop a fledgling idea into a formal paper presenting stages of the process to peers, including brainstorming, drafting, incorporating feedback, and revising.

Audience: Undergraduate

**AMER IND 185 – INDIGENOUS ATHLETES AND SPORTS**

3 credits.

Offers an overview of physical, competitive games, from ancient Mesoamerica to the United States today, highlighting those with Indigenous cultural and social connections. Profile Indigenous athletes competing in both team and individual sports, from schoolyards to professional competitions with a central focus on Indigenous contributions to sports in North America.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Describe the role of Indigenous sports in traditional culture and modern society

Audience: Undergraduate

2. Conduct entry-level research into an understudied area of Indigenous sports

Audience: Undergraduate

3. Demonstrate understanding of individual Indigenous athletes' struggles and achievements as role models, past and present

Audience: Undergraduate

4. Articulate research outcomes in both the verbal and written mediums

Audience: Undergraduate

5. Recognize and question long-held assumptions and stereotypes about Indigenous people in general and specifically in all levels of sport, including collegiate arenas

Audience: Undergraduate

6. Acquire an awareness of history's impact on the present through the study of Indigenous athletes and their sports

Audience: Undergraduate

**AMER IND/HISTORY 190 – INTRODUCTION TO AMERICAN INDIAN HISTORY**

3-4 credits.

A broad survey of American Indian history which centers Indigenous peoples, communities, and nations in the context of U.S. policy and culture that emphasizes decolonial methods and Native ways of knowing the past.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Describe and explain the significance of the historical events, structures, and themes which historians have identified as foundational to the field of American Indian history.

Audience: Undergraduate

2. Deploy interdisciplinary Indigenous studies frameworks, theoretics, and methodologies in the analysis of historical events, structures, and themes to prioritize Indigenous worldviews and perspectives on American Indian history.

Audience: Undergraduate

3. Interpret the continuities and shifts in the lives of various Native peoples, communities, and nations in relation to political, cultural, and material conditions in U.S. history using terminology used within the field of American Indian history to describe processes (such as racialization) and structures (such as settler colonialism).

Audience: Undergraduate

4. Discuss tribal sovereignty and processes of racialization, which impact the historical experiences and contemporary struggles facing Native nations and peoples in the United States.

Audience: Undergraduate

5. Analyze historical sources to curate a collection that draws on both Euro-American and Native ways of knowing the past.

Audience: Undergraduate

**AMER IND 199 – DIRECTED STUDY**

1-3 credits.

Independent study for freshmen and sophomores in collaboration with a faculty member.

**Requisites:** Consent of instructor**Course Designation:** Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Summer 2009

**AMER IND 230 – INDIGENOUS RESISTANCE AND ACTIVISM**

3 credits.

Examines historic and contemporary forms of Indigenous resistance including grassroots organizing, treaty rights, language revitalization, art and media, and environmental justice from Indigenous perspectives in North America and the Pacific.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Examine the diversity of Indigenous perspectives and worldviews predominantly within North America and the western hemisphere

Audience: Undergraduate

2. Identify historic and contemporary issues that impact Indigenous nations and communities and analyze connections between them and systems of discrimination, racism, and marginalization

Audience: Undergraduate

3. Discuss a range of responses and solutions generated by Indigenous peoples, nations, and communities to historic and contemporary issues within localized, national, and transnational contexts

Audience: Undergraduate

4. Describe and define key concepts and terms that are used within Indigenous studies, particularly as they relate to activism, community organizing, and their attendant issues

Audience: Undergraduate

**AMER IND/ENGL 246 – LITERATURE BY AMERICAN INDIAN WOMEN**

3 credits.

Presents a broad range of literatures from diverse Native traditions and eras, to provide students with a basic knowledge of major issues affecting and best-known texts by American Indian women authors.

**Requisites:** None

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Literature. Counts toward the Humanities req

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Develop critical thinking skills about subject matter presented by Indigenous female writers.

Audience: Undergraduate

2. Articulate critical thinking in both written forms and verbal exchange.

Audience: Undergraduate

3. Display productive use of core library resources appropriate to the study of Native and Indigenous literatures as evidence in written work.

Audience: Undergraduate

4. Communicate a deeper understanding of community, both in Native America and the smaller and larger communities of which we are members.

Audience: Undergraduate

**AMER IND 250 – INDIANS OF WISCONSIN**

3 credits.

Introduction to the various American Indian Nations within Wisconsin's borders with an emphasis on their history, culture, and sovereignty. Examines individual tribes and bands as well as common issues that affect tribal and non-tribal people in Wisconsin.

**Requisites:** None**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Describe the general policy and legal history of the relationship between the Native Nations, the states, and the federal government as it plays out in the specific context of Wisconsin.

Audience: Undergraduate

2. Identify the places American Indians have occupied in the American cultural and political imagination over time and analyze the consequences of those images for American Indian people tied to Wisconsin today.

Audience: Undergraduate

3. Distinguish between conceiving of belonging and exclusion in terms of race, society, culture, ethnicity, and polity as it informs contemporary life and issues for the Native Nations connected to Wisconsin.

Audience: Undergraduate

**AMER IND 301 – BEGINNER LEVEL OJIBWE LANGUAGE**

3 credits.

Introduction to the Ojibwe language, spoken and written, with emphasis on oral tradition and extensive study of grammar.

**Requisites:** None**Course Designation:** Frgn Lang - 1st semester language course Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Describe Ojibwe language, culture, and history, and of key historical and ongoing relations with the United States.

Audience: Undergraduate

2. Read and write the Ojibwe language using the standard orthography in use in Wisconsin and Minnesota.

Audience: Undergraduate

3. Carry on basic conversation in Ojibwe (speaking and understanding) in a variety of common social situations, such as greetings and leave-takings, talking about the weather, sharing meals, and asking informational questions and giving appropriate responses.

Audience: Undergraduate

4. Recognize the basic grammar of Ojibwe as it applies to communicative functions (making statements, asking questions and giving commands), and be able to inflect (decline and conjugate) nouns and verbs in various basic functions.

Audience: Undergraduate

**AMER IND 302 – BEGINNER LEVEL OJIBWE LANGUAGE II**

3 credits.

Continuation of Ojibwe language study, with an emphasis on traditional winter cycle myths.

**Requisites:** AMER IND 301**Course Designation:** Frgn Lang - 2nd semester language course Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Inflect common verb forms for transitive and intransitive verbs

Audience: Undergraduate

2. Carry on a basic conversation about various aspects of daily life; including describing weather, telling time, asking about and reporting on personal activities personal daily activities, such as cooking, eating, and going to and from places.

Audience: Undergraduate

3. Demonstrate a growing ability to learn new aspects of Ojibwe independently

Audience: Undergraduate

**AMER IND 303 – BEGINNER LEVEL INDIGENOUS LANGUAGE**

3 credits.

Gain an understanding of the grammatical and cultural features of an Indigenous language. Includes exploration of cultural practices and values through the study of oral and written narrative.

**Requisites:** None

**Course Designation:** Frgn Lang - 1st semester language course  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Demonstrate basic knowledge of Native language, culture, and history, and of key historical and ongoing relations with the United States.

Audience: Undergraduate

2. Use the standard orthography to read and write the Native language  
Texts and Materials

Audience: Undergraduate

3. Engage in conversation in Native Language (speaking and understanding) in a variety of common social situations, such as greetings and leave-taking, talking about the weather, sharing meals, and asking informational questions and giving appropriate responses.

Audience: Undergraduate

4. Learn the usage of appropriate grammatical structures which include beginning-level vocabulary, and verb conjugations.

Audience: Undergraduate

**AMER IND 304 – BEGINNER LEVEL INDIGENOUS LANGUAGE II**

3 credits.

Focus on proficiency in reading, speaking, and writing of an Indigenous language. Includes exploration of cultural practices and values through the study of oral and written narrative.

**Requisites:** AMER IND 303

**Course Designation:** Frgn Lang - 2nd semester language course  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Review and improve the use of grammatical structures that include advanced vocabulary, verb conjugations, and regional usage of common lexicon

Audience: Undergraduate

2. Use listening and speaking skills in multiple group activities to express opinions.

Audience: Undergraduate

3. Write descriptive and summary paragraphs with clear topic sentences and supporting detail

Audience: Undergraduate

4. Analyze reading segments on a diverse number of cultural topics.

Audience: Undergraduate

5. Engage in discussions about creative and artistic ideas.

Audience: Undergraduate

**AMER IND/ENVIR ST 306 – INDIGENOUS PEOPLES AND THE ENVIRONMENT**

3 credits.

Indigenous peoples often have very close relationships to ancestral homelands, species and natural resources. However, definitions of "indigenous" can be controversial and highly politicized. Diverse outlooks on identities, worldviews and environmental governance clarify the complex meanings of indigeneity in the US. Highlights American Indian perspectives, conservation practices, and policy environments through consideration of US and international case studies. American Indian experiences shed light on pressing issues of resource sustainability and sovereignty, and demonstrate linkages to global Indigenous environmental issues and strategies.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Identify diverse Indigenous experiences of and relationships to landscapes

Audience: Undergraduate

2. Recognize that American Indian and Global Indigenous identities are inextricably linked with the environment

Audience: Undergraduate

3. Analyze how American Indian and Global Indigenous histories and epistemologies have been marginalized

Audience: Undergraduate

4. Evaluate relationships between local Wisconsin and global Indigenous environmental issues

Audience: Undergraduate

5. Reflect on personal, family, and cultural identity

Audience: Undergraduate

6. Explore outside of cultural and academic comfort zones

Audience: Undergraduate

7. Practice global citizenry skills, i.e. cultural communications and protocols

Audience: Undergraduate

8. Critique American Indian stereotypes, exploring subtle versus overt racism

Audience: Undergraduate

9. Synthesize diverse approaches to addressing global environmental issues

Audience: Undergraduate

10. Demonstrate skills in articulating these concepts in multi-media formats

Audience: Undergraduate

11. Recognize contributions of indigenous perspectives and actions to environmental resource protection and management

Audience: Undergraduate

12. Articulate different perspectives on how indigenous identities are defined in academia and lived in indigenous communities

**AMER IND 308 – BEGINNER LEVEL HOOCAC/HO-CHUNK LANGUAGE**

3 credits.

Learn the sounds and writing system of the language and examine the associated grammar and vocabulary. Develop literacy and an understanding of the unique sentence and verb structures, and utilize basic introductory conversational skills currently being used among Hoocak speakers. Hoocak (Ho-Chunk, formerly referred to as the Wisconsin Winnebago) is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Souian language family found only in North America.

**Requisites:** None**Course Designation:** Frgn Lang - 1st semester language course Level - Elementary

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Utilize proper Orthography of the Hoocak

Audience: Undergraduate

2. Construct proper sentences (TSOV) in conversational settings including greetings, introductions, sentence negations.

Audience: Undergraduate

3. Discuss Hoocak clans and the kinship system; converse on family relations

Audience: Undergraduate

4. Count 1-99

Audience: Undergraduate

5. Use wa'u and identify positionals correctly.

Audience: Undergraduate

6. Conjugate class 1 verbs

Audience: Undergraduate

**AMER IND 309 – BEGINNER LEVEL HOOCAK/HO-CHUNK LANGUAGE II**

3 credits.

Learn the sounds and writing system of the language and examine the associated grammar and vocabulary. Develop literacy and an understanding of the unique sentence and verb structures, and utilize basic introductory conversational skills currently being used among Hoocak speakers. Hoocak (Ho-Chunk, formerly referred to as the Wisconsin Winnebago) is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Souian language family found only in North America.

**Requisites:** AMER IND 308

**Course Designation:** Frgn Lang - 2nd semester language course Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Speak fluidly about general statements and questions introduced in Hoocak 1

Audience: Undergraduate

2. Discuss the locations of objects, use object orientation positional

Audience: Undergraduate

3. Identify and construct verb modifiers that demonstrate how an action is being done.

Audience: Undergraduate

4. Construct increasingly complex sentences with time-subject-object-verb grammar structures

Audience: Undergraduate

5. Expand vocabulary of everyday objects.

Audience: Undergraduate

6. Expand vocabulary of verbs.

Audience: Undergraduate

7. Negate sentences with accuracy

Audience: Undergraduate

8. Implement proper use of wa'u and correct positionals

Audience: Undergraduate

9. Formulate and use inflection for actor/undergoer including in inclusive and dual forms

Audience: Undergraduate

**AMER IND 310 – BEGINNER LEVEL MENOMINEE LANGUAGE**

3 credits.

Focus on proficiency in reading, speaking, and writing of the Menominee language. Includes exploration of cultural practices and values through the study of oral and written narrative.

**Requisites:** None

**Course Designation:** Frgn Lang - 1st semester language course Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Discuss Menominee language, culture, and history, and key historical and ongoing relations with the United States.

Audience: Undergraduate

2. Cultivate conversation in Menominee Language (speaking and understanding) in a variety of common social situations, such as greetings and leave-taking, talking about the weather, sharing meals, and asking informational questions and giving appropriate responses.

Audience: Undergraduate

3. Utilize appropriate grammatical structures which include beginning-level vocabulary, and verb conjugations.

Audience: Undergraduate

4. Use the standard orthography to read and write the Menominee language texts and materials

Audience: Undergraduate

**AMER IND 311 – BEGINNER LEVEL MENOMINEE LANGUAGE II**

3 credits.

Focus on proficiency in reading, speaking, and writing of the Menominee language. Includes exploration of cultural practices and values through the study of oral and written narrative.

**Requisites:** AMER IND 310

**Course Designation:** Frgn Lang - 2nd semester language course  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Discuss Menominee language, culture, and history, and key historical and ongoing relations with the United States  
Audience: Undergraduate

2. Cultivate conversation in Menominee Language (speaking and understanding) in a variety of common social situations, such as greetings and leave-taking, talking about the weather, sharing meals, and asking informational questions and giving appropriate responses.  
Audience: Undergraduate

3. Utilize appropriate grammatical structures which include beginning-level vocabulary, and verb conjugations.  
Audience: Undergraduate

4. Use the standard orthography to read and write the Menominee language texts and materials  
Audience: Undergraduate

**AMER IND 312 – BEGINNER LEVEL ONEIDA LANGUAGE**

3 credits.

Introduction to the morphology of Oneida at the most basic level, including the interaction with, and awareness for, Ukwewuhwehneha and an Oneida universal perspective. An emphasis on the development of a basic understanding of the syntactic structure of Ukwewuhwehneha and a base vocabulary. Includes the utilization of existing resources, becoming familiar with current best practices for endangered language learning, and building language proficiency.

**Requisites:** None

**Course Designation:** Frgn Lang - 1st semester language course  
Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Use grammatical structures that include introductory vocabulary, verb conjugations, and regional usage of common lexicon.

Audience: Undergraduate

2. Convey thoughts in discussions about creative and artistic ideas.  
Audience: Undergraduate

3. Write descriptive and summary paragraphs with clear topic sentences and supporting detail.  
Audience: Undergraduate

4. Use listening and speaking skills in multiple group activities to express opinions.  
Audience: Undergraduate

5. Analyze reading segments on a diverse number of cultural topics.  
Audience: Undergraduate

**AMER IND 313 – BEGINNER LEVEL ONEIDA LANGUAGE II**

3 credits.

Introduction to the morphology of Oneida at the most basic level, including the interaction with, and awareness for, Ukwehwehneha and an Oneida universal perspective. An emphasis on the development of a basic understanding of the syntactic structure of Ukwehwehneha and a base vocabulary. Includes the utilization of existing resources, becoming familiar with current best practices for endangered language learning, and building language proficiency.

**Requisites:** AMER IND 312

**Course Designation:** Frgn Lang - 2nd semester language course

Level - Elementary

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Use grammatical structures that include introductory vocabulary, verb conjugations, and regional usage of common lexicon.

Audience: Undergraduate

2. Convey thoughts in discussions about creative and artistic ideas.

Audience: Undergraduate

3. Write descriptive and summary paragraphs with clear topic sentences and supporting detail.

Audience: Undergraduate

4. Use listening and speaking skills in multiple group activities to express opinions.

Audience: Undergraduate

5. Analyze reading segments on a diverse number of cultural topics.

Audience: Undergraduate

**AMER IND/ANTHRO 314 – INDIANS OF NORTH AMERICA**

3 credits.

Description and analysis of native cultures, and the role of environmental and historical factors in North America.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2020

**AMER IND 325 – AMERICAN INDIANS IN FILM**

3 credits.

A critical examination of the portrayal of the American Indian in film, including documentaries and films made by Native filmmakers.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Outline the history of Native and Indigenous representation in American film from silent film to Hollywood to Indigenous documentaries

Audience: Undergraduate

2. Recognize and question long-held assumptions about Native America and its peoples as conveyed through the film industry

Audience: Undergraduate

3. Describe the ways historical representations impact contemporary representation and understanding of Native and Indigenous peoples in film today

Audience: Undergraduate

4. Engage with nuanced conversations and academic scholarship about representation and understanding of Native and Indigenous peoples in film today

Audience: Undergraduate

5. Apply academic research methods in discussion of Indigenous representation and participation in the American film industry

Audience: Undergraduate

### **AMER IND/CSCS 330 – AMERICAN INDIAN COMMUNITIES: SOVEREIGNTY, STRUGGLES, AND SUCCESSES**

3 credits.

Learn about contemporary Native communities, both domestically and globally, through a carefully curated selection of readings, podcasts, and videos from Indigenous scholars, community members, knowledge holders, and activists. Offers a broad historical overview of Native American communities in the United States that illustrates the historical trajectory from early colonization and dispossession through self-determination and the recognition of tribal sovereignty in action by local, state, and federal governments.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Awareness of History's Impact on the Present: Understand and identify the relationships and effects of colonial & historical trauma that shaped and continues to influence current sovereignty issues, health disparities, food inequalities, and Tribal lifeways for both rural and urban communities.

Audience: Undergraduate

2. A Consciousness of Self and Other: Explore individual implicit biases in which to construct respectful and culturally responsive self-awareness.

Audience: Undergraduate

3. Identify key ways Native communities differ from other racial/ethnic groups. Students will "unlearn" and question assumptions about Native communities in the US and reflect on their own racial/ethnic identity.

Audience: Undergraduate

4. Describe the role of sovereignty for Native American communities historically and contemporarily.

Audience: Undergraduate

5. Evaluate the impact and significance of colonization on Native communities in the US including global Indigenous populations. Students will offer a critical analysis of who has and who continues to benefit from dominant narratives of colonization.

Audience: Undergraduate

6. Apply learned knowledge to interrogate the complex systems of oppression and marginalization that Native communities continue to face.

Audience: Undergraduate

7. Compare and analyze the efforts of Native communities working to make systemic changes in their own communities and better understand the cultural perspectives of those communities.

Audience: Undergraduate

### **AMER IND/ENVIR ST 341 – INDIGENOUS ENVIRONMENTAL COMMUNICATORS**

3 credits.

Native Nations show leadership globally in addressing major environmental issues. Indigenous languages describe deep relationships with the natural world, including information on environmental stewardship - harvesting, caretaking and reciprocity. Indigenous scholars contribute crucial perspectives to conversations about human relationships to the Earth - cultural relationships to wildlife and plants, and the ethical and practical roles of humans in socio-ecological systems. Focuses on indigenous environmental scholarship, including the ongoing legacy of oral traditions, developing research, writing, and public speaking skills.

**Requisites:** Satisfied Communications A requirement and sophomore standing, or graduate/professional standing

**Course Designation:** Gen Ed - Communication Part B

Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2023

**Learning Outcomes:** 1. Engage in protocols for learning with Tribes, including Elder epistemology and active listening

Audience: Undergraduate

2. Identify styles of indigenous environmental writing and communications from throughout the US and the world

Audience: Undergraduate

3. Summarize major theories and research findings in the field of environmental writing

Audience: Undergraduate

4. Demonstrate skills in articulating Indigenous environmental concepts in multimedia formats

Audience: Undergraduate

5. Engage in critical reading and the use of evidence

Audience: Undergraduate

6. Apply appropriate style and disciplinary conventions in writing and speaking

Audience: Undergraduate

7. Use core library resources specific to indigenous studies, environmental studies, and environmental communications

Audience: Undergraduate

8. Hone writing, public speaking, and library research skills

Audience: Undergraduate

9. Analyze how Native American and Global Indigenous histories and epistemologies have been marginalized

Audience: Undergraduate

10. Critique Native American stereotypes, exploring subtle versus overt racism

Audience: Undergraduate

11. Articulate different perspectives on how indigenous identities are defined in academia and lived in indigenous communities

Audience: Undergraduate

12. Engage in effective and respectful thinking and expression

Audience: Undergraduate

**AMER IND/ENVIR ST/GEOG 345 – CARING FOR NATURE IN NATIVE NORTH AMERICA**

3 credits.

Surveys the concepts, practices, and issues associated with caring for nature in American Indian communities.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Interpret the diverse arrangements for tribal sovereignty, indigenous land tenure, and claims to natural resources and the environment.

Audience: Undergraduate

2. Illustrate natural resource and environmental issues important to both American Indians and Wisconsin Indians.

Audience: Undergraduate

3. Identify similarities and differences between indigenous knowledge systems and Western Science.

Audience: Undergraduate

4. Discuss the marked cultural and natural diversity across native North America.

Audience: Undergraduate

5. Recall the many different conceptions of place, nature, and development in native North America.

Audience: Undergraduate

6. Describe the diversity of American Indian experiences and their varied responses to assorted histories of exclusion and marginalization.

Audience: Undergraduate

7. Demonstrate an awareness of history's impact on the present.

Audience: Undergraduate

**AMER IND/ANTHRO 354 – ARCHAEOLOGY OF WISCONSIN**

3 credits.

Introduction to the archaeological evidence for the diverse Native American cultures of Wisconsin over the past 12,000 years.

**Requisites:** Junior standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Fall 2024

**Learning Outcomes:** 1. Communicate fundamental knowledge of the Native American ancient past (and aspects of the present) in Wisconsin.

Audience: Undergraduate

2. Understand and appreciate the complexities of Wisconsin's deep history, the important and often invisible contributions of Native culture and peoples to our lives today, and the value of heritage preservation.

Audience: Undergraduate

3. Articulate an informed and individualized perspective on the full span of Native American history in Wisconsin and archaeology that might carry over into your professional life or influence your attitude toward historic preservation.

Audience: Undergraduate

4. More effectively participate in our multicultural society.

Audience: Undergraduate

5. Express a heightened awareness of history's impact on the present.

Audience: Undergraduate

6. Refine your critical thinking skills and ability to recognize and question myths, stereotypes, and assumptions about ancient Native Americans.

Audience: Undergraduate

7. Summarize the academic literature assigned for this course.

Audience: Graduate

**AMER IND/ANTHRO 355 – ARCHAEOLOGY OF EASTERN NORTH AMERICA**

3 credits.

Learn about the great diversity of Native American cultures in eastern North America, with an emphasis on those of the Midwest and Southeast. More than twelve thousand years of accommodations to diverse natural and social environments are covered, starting with archaeological evidence for and oral traditions describing the initial peopling of the Americas and ending with the European invasion and interactions with the Native Americans of the Eastern Woodlands.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Demonstrate a grasp of fundamental knowledge about the Native American ancient past (and aspects of the present) in eastern North America with a focus on the Southeast and Midwest, including the complexities of the deep history of Native Americans, the important and often invisible contributions of Native culture and peoples to our lives today, and the value of heritage preservation  
Audience: Both Grad & Undergrad

2. Explain how archaeologists build empirical inferences about past human societies and use different theoretical perspectives to guide their interpretations  
Audience: Both Grad & Undergrad

3. Build an informed and individualized perspective on the full span of Native American history in eastern North America and archaeology that might carry over into your professional life or influence your attitude toward historic preservation  
Audience: Both Grad & Undergrad

4. Compare and contrast multiple perspectives on the past and present with reference to evidence  
Audience: Undergraduate

5. Analyze, evaluate, and synthesize complex information learned in the class and through independent research  
Audience: Graduate

6. Improve the effectiveness with which you participate in our multicultural society  
Audience: Undergraduate

7. Recognize history's impact on the present  
Audience: Undergraduate

8. Assess the myths, stereotypes, and assumptions about ancient and present-day Native Americans  
Audience: Both Grad & Undergrad

**AMER IND/LINGUIS 371 – SURVEY OF NORTH AMERICAN INDIAN LANGUAGES**

3 credits.

Overview of native languages of North America, including topics such as history, distribution, diversity, government policy, language endangerment, elaboration of cultural domains, language and worldview, speech styles, language structure (phonology, morphology, grammatical categories), performance (narrative, song), writing systems.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify the scope and breadth of the Native languages of North America.  
Audience: Both Grad & Undergrad

2. Apply basic concepts in linguistics to data from different North American languages and families.  
Audience: Both Grad & Undergrad

3. Recognize common misconceptions about these languages.  
Audience: Both Grad & Undergrad

4. Identify factors in language attrition and endangerment.  
Audience: Both Grad & Undergrad

5. Identify and illustrate the significance of language revitalization and reclamation.  
Audience: Both Grad & Undergrad

6. Identify the causes of Indigenous language loss in North America, and the methods and goals of Indigenous language revitalization and reclamation programs.  
Audience: Graduate

### **AMER IND/HISTORY 380 – SOVEREIGNTY AND THE SCHOOLHOUSE**

3 credits.

Introduction to the history of American Indian education. Evaluate the relationship between education and sovereignty through a survey of schools including missions, boarding schools, survival schools, tribal colleges, language nests, charter schools, and more.

**Requisites:** AMER IND 100, HISTORY/AMER IND 190, or graduate/professional standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Humanities or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Identify important concepts in the history of education and American Indian studies to understand how the past has affected present day circumstances regarding inequalities in education in Indian Country and in the U.S.

Audience: Both Grad & Undergrad

2. Evaluate theories of schooling and sovereignty through the interpretation of primary sources related to American Indian education to practice historical empathy toward the cultural perspectives and worldviews of others.

Audience: Both Grad & Undergrad

3. Craft rigorous historical arguments in the form of an original research paper on the history of an American Indian school, and question cultural assumptions and knowledge claims as they relate to race, ethnicity, and sovereignty in education.

Audience: Both Grad & Undergrad

4. Assess the foundational works in the historiography on schooling in Native lives, communities, and nations as part of the field of contemporary Indigenous Studies.

Audience: Graduate

### **AMER IND 401 – INTERMEDIATE LEVEL OJIBWE LANGUAGE**

3 credits.

Develop an upper intermediate level of the Ojibwe writing system and examine the associated morphology and syntactical verb structures. Develop literacy and an understanding of the unique verb-based sentence structures, and utilize conversational skills currently being used among Ojibwe speakers. Explore the relationships between the language, culture, and history of the Ojibwe people. Ojibwe is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Algonquian language family found only in North America. Taught primarily using the dialect of the eastern Minnesota and western Wisconsin region. Ojibwe is considered to be a severely endangered language.

**Requisites:** AMER IND 302

**Course Designation:** Frgn Lang - 3rd semester language course  
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Use key grammatical concepts, verb conjugations, and vocabulary items as needed for basic conversations.

Audience: Undergraduate

2. Cultivate conversations within a structured environment via asking and answering questions regarding common objects from the surrounding environment.

Audience: Undergraduate

3. Present information on familiar topics using a series of simple spoken sentences, with the assistance of graphic aids.

Audience: Undergraduate

4. Develop strategies for decoding unfamiliar words using grammar concepts and existing Ojibwe language resources.

Audience: Undergraduate

5. Describe connections between Ojibwe culture and language as present in vocabulary, grammar, and storytelling and conversational norms.

Audience: Undergraduate

**AMER IND 402 – INTERMEDIATE LEVEL OJIBWE LANGUAGE II**

3 credits.

Continuation of the Ojibwe language, focusing on conversational skills.

**Requisites:** AMER IND 401**Course Designation:** Frgn Lang - 4th semester language course  
Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Spring 2026**Learning Outcomes:** 1. Understand and use key grammatical concepts, verb conjugations, and vocabulary items as needed for basic conversations.

Audience: Undergraduate

2. Cultivate conversations within a structured environment via asking and answering questions regarding common objects from the surrounding environment.

Audience: Undergraduate

3. Present information on familiar topics using a series of simple and complex spoken sentences, with the assistance of graphic aids.

Audience: Undergraduate

4. Develop strategies for decoding unfamiliar words using grammar concepts and existing Ojibwe language resources.

Audience: Undergraduate

5. Describe connections between Ojibwe culture and language as present in vocabulary, grammar, and storytelling and conversational norms.

Audience: Undergraduate

**AMER IND 403 – INTERMEDIATE LEVEL INDIGENOUS LANGUAGE**

3 credits.

Build on elementary skills of a specific indigenous language. Advanced grammar and syntax; advanced conversation and composition; cultural background of Indigenous people speaking the language through reading of stories, histories and cultural exploration. Requires completion of AMER IND 304 in the same language.

**Requisites:** Consent of instructor**Course Designation:** Frgn Lang - 3rd semester language course  
Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Interpersonal communication: Participate in short conversations on a number of familiar topics using simple sentences and handle short social interactions in everyday situations by asking and answering simple questions.

Audience: Undergraduate

2. Presentational speaking: Present information on familiar topics using a series of simple spoken sentences.

Audience: Undergraduate

3. Presentational writing: Write briefly about familiar topics and present information using a series of simple sentences.

Audience: Undergraduate

4. Interpretive listening: Understand the main idea in short, simple messages and presentations on familiar topics, and understand the main idea of simple conversations.

Audience: Undergraduate

5. Interpretive reading: Understand the main idea of short and simple texts when the topic is familiar

Audience: Undergraduate

**AMER IND 404 – INTERMEDIATE LEVEL INDIGENOUS LANGUAGE II**

3 credits.

Build on intermediate skills of a specific indigenous language. Increased focus on developing conversational skills. Requires completion of AMER IND 403 in the same language.

**Requisites:** Consent of instructor

**Course Designation:** Frgn Lang - 4th semester language course  
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Fluently converse about everyday topics, based on the learning of short dialogues.

Audience: Undergraduate

2. Determine the meaning of every word in our readings, by using the research tool of the dictionary, and applying grammatical understanding derived from course lectures and assignments.

Audience: Undergraduate

3. Produce all basic forms for any noun or verb.

Audience: Undergraduate

**AMER IND 405 – INTERMEDIATE LEVEL HOOCAK/HO-CHUNK LANGUAGE**

3 credits.

Develop literacy and an understanding of the unique sentence and verb structures and utilize basic to intermediate conversational skills currently being used among Hoocak speakers. Utilize a growing vocabulary that is appropriate for higher level conversations. Hoocak (Ho-Chunk, formerly referred to as the Wisconsin Winnebago) is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Souian language family found only in North America.

**Requisites:** AMER IND 309

**Course Designation:** Frgn Lang - 3rd semester language course  
Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Fall 2025

**Learning Outcomes:** 1. Engage in conversations using the Hoocak language that are fluid and organic, showing an understanding of sentence types, verb modification, and negation.

Audience: Undergraduate

2. Demonstrate listening comprehension when listening to stories told by first language speakers without needing to relisten to the recordings.

Audience: Undergraduate

3. Demonstrate language proficiency by varying sentence structures when telling/asking locations of objects and using the object orientation positional.

Audience: Undergraduate

4. Utilize appropriate vocabulary and grammar for the difficulty of conversations, including refining formulation and using the actor/undergoer and inclusive or dual forms.

Audience: Undergraduate

**AMER IND 406 – INTERMEDIATE LEVEL HOOCAK/HO-CHUNK LANGUAGE II**

3 credits.

Learn to implement, explore and understand the complex construction of verb conjugations of the Hoocak language. Formulate and utilize some of the more complex word contractions and sentence structures used by first language speakers. Hoocak (Ho-Chunk, formerly referred to as the Wisconsin Winnebago) is one of the five Indigenous languages spoken in the state of Wisconsin and part of a larger Siouan language family found only in North America.

**Requisites:** AMER IND 405**Course Designation:** Frgn Lang - 4th semester language course Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Learning Outcomes:** 1. Use key grammatical concepts, complex verb conjugations, complex sentence structures, and vocabulary items correctly and as needed for basic conversations

Audience: Undergraduate

2. Cultivate conversations within a structured environment via asking and answering questions regarding common objects from the surrounding

Audience: Undergraduate

3. Develop strategies to understand and deconstruct complex, contracted, and speculative stories as told by first-language speakers

Audience: Undergraduate

4. Engage in impromptu conversations with other students using general statements and common questions as introduced in Hoocak 1, 2 and 3.

Audience: Undergraduate

**AMER IND 407 – INTERMEDIATE LEVEL MENOMINEE LANGUAGE**

3 credits.

Learn the sounds and writing system of the language and examine the associated morphology and syntactical verb structures. Develop literacy and an understanding of the unique verb-based polysynthetic sentence structures, and utilize basic conversational skills currently being used among Menominee speakers. Menominee is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Algonquian language family found only in North America. Menominee is considered to be a highly endangered language.

**Requisites:** AMER IND 311**Course Designation:** Frgn Lang - 3rd semester language course Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Engage in discussions on basic knowledge of Menominee language, culture, and history, and of key historical and ongoing relations with the United States.

Audience: Undergraduate

2. Engage in conversation in Native Language (speaking and understanding) in a variety of common social situations, such as greetings and leave-taking, talking about the weather, sharing meals, and asking informational questions and giving appropriate responses.

Audience: Undergraduate

3. Converse easily with the use of appropriate grammatical structures which include beginning and intermediate level vocabulary, and verb conjugations.

Audience: Undergraduate

4. Use the standard orthography to read and write the Native language Texts and Materials

Audience: Undergraduate

**AMER IND 408 – INTERMEDIATE LEVEL MENOMINEE LANGUAGE II**

3 credits.

Continue practice in the writing system of the Menominee language and examine the associated morphology and syntactical verb structures. Develop increased literacy and an understanding of the unique verb-based polysynthetic sentence structures, and utilize basic conversational skills currently being used among Menominee speakers. Menominee is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Algonquian language family found only in North America. Menominee is considered to be a highly endangered language.

**Requisites:** AMER IND 407**Course Designation:** Frgn Lang - 4th semester language course Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Learning Outcomes:** 1. Engage in discussions on the basic-intermediate knowledge of Menominee language, culture, and history, and of key historical and ongoing relations with the United States.

Audience: Undergraduate

2. Engage in conversation in Menominee (speaking and understanding) in a variety of common social situations, such as greetings and leave-taking, talking about the weather, sharing meals, and asking informational questions and giving appropriate responses.

Audience: Undergraduate

3. Converse easily with the use of appropriate grammatical structures which include beginning and intermediate level vocabulary, and verb conjugations.

Audience: Undergraduate

4. Use the standard orthography to read and write the Menominee texts and materials

Audience: Undergraduate

**AMER IND/GEOG 410 – CRITICAL INDIGENOUS ECOLOGICAL KNOWLEDGES**

3 credits.

Critical Indigenous Ecological Knowledges are a set of diverse understandings, responsibilities, and laws held by distinct groups of Indigenous peoples that are enacted in multiple ways across socio-political and geographical contexts. These knowledges intersect with Indigenous political sovereignties and longstanding, complex, and nuanced relationships to the more-than-human world. Learn multiple entry points to exploring and examining these knowledge sets in the context of what's for now called the U.S. and Canada to think critically about the politics of Nature, environmentalism, race, indigeneity, and colonialism both historically and in the contemporary moment. Reflect upon how critical Indigenous knowledges about ecology, environment, and government have been erased, co-opted, criminalized, and also continually practiced, reimagined, and revitalized in multiple spheres through a range of interdisciplinary, critical, and cutting-edge Native scholarships and writings.

**Requisites:** Junior standing**Course Designation:** Breadth - Either Humanities or Social Science Level - Advanced

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Spring 2022**Learning Outcomes:** 1. Gain understandings of the diversity of Ecological Thought among Native peoples across the U.S. and Canada.

Audience: Both Grad &amp; Undergrad

2. Gain understanding of the intersections between Critical Indigenous Ecological Knowledges and Indigenous Sovereignty.

Audience: Both Grad &amp; Undergrad

3. Identify forces of colonialism that have negatively shaped access to and continuation of Ecological Knowledges in Native communities both historically and in ongoing forms.

Audience: Both Grad &amp; Undergrad

4. Identify and gain understanding of the ongoing practices of Indigenous Ecological Knowledges that have persisted against colonialism.

Audience: Both Grad &amp; Undergrad

5. Identify and gain understanding of practices of revitalization that Native peoples practice to reestablish and reimagine relationships with their knowledges, languages, and lands

Audience: Both Grad &amp; Undergrad

6. Engage and demonstrate knowledge with the latest and most cutting edge literature in the discipline of Native American and Indigenous Studies.

Audience: Graduate

7. Gain an ability to analyze and synthesize the political, philosophical, and analytical import of Native American and Indigenous Studies, especially in the context relating to Critical Indigenous Ecological Knowledges.

Audience: Graduate

**AMER IND 411 – INTERMEDIATE LEVEL ONEIDA LANGUAGE**

3 credits.

Learn the sounds and writing system of the language and examine the associated morphology and syntactical verb structures. Develop literacy and an understanding of the unique verb-based polysynthetic sentence structures, and utilize basic conversational skills currently being used among Ukwehwehneha speakers. Ukwehwehneha (Oneida) is one of the five Indigenous aboriginal languages spoken in the state of Wisconsin and part of a larger Iroquoian language family found only in North America. Ukwehwehneha is considered to be a critically endangered language.

**Requisites:** AMER IND 313**Course Designation:** Frgn Lang – 3rd semester language course

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** No**Last Taught:** Fall 2025**Learning Outcomes:** 1. Discuss insights into Ukwehwehneha and an Oneida universal perspective.

Audience: Undergraduate

2. Converse using the syntactic structure of Ukwehwehneha, including using basic vocabulary correctly.

Audience: Undergraduate

3. Utilize existing resources and implement current best practices for endangered language learning.

Audience: Undergraduate

**AMER IND 425 – SPECIAL TOPICS IN AMERICAN INDIAN STUDIES**

3 credits.

Special focus on American Indian thought and perspectives on subjects in the arts and sciences.

**Requisites:** Sophomore standing**Course Designation:** Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2026**Learning Outcomes:** 1. Articulate and apply the key principles related to the Special Topic

Audience: Both Grad &amp; Undergrad

2. Understand the historical and contemporary events and circumstances which impact the Special Topic

Audience: Both Grad &amp; Undergrad

3. Critically examine the impact of key dynamics related to the Special Topic on society.

Audience: Both Grad &amp; Undergrad

**AMER IND/ANTHRO/FOLKLORE/GEN&WS 437 – AMERICAN INDIAN WOMEN**

3 credits.

Examines and interprets the roles of American Indian women in traditional societies, and in contemporary North America.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Humanities

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No**Last Taught:** Fall 2025**AMER IND 450 – ISSUES IN AMERICAN INDIAN STUDIES**

3 credits.

Special focus on American Indian thought and perspectives on subjects in the arts and sciences.

**Requisites:** Sophomore standing**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Intermediate

L&amp;S Credit - Counts as Liberal Arts and Science credit in L&amp;S

**Repeatable for Credit:** Yes, unlimited number of completions**Last Taught:** Spring 2025**Learning Outcomes:** 1. Articulate and apply the key principles related to the Special Topic

Audience: Both Grad &amp; Undergrad

2. Understand the historical and contemporary circumstances which impact the Special Topic

Audience: Both Grad &amp; Undergrad

3. Critically examine the impact of key dynamics related to the Special Topic on society.

Audience: Both Grad &amp; Undergrad

### **AMER IND/ANTHRO/BOTANY 474 – ETHNOBOTANY**

3-4 credits.

Study of the interactions between human cultures and plants. Topics include: traditional resource management and agriculture; crop domestication, evolution, and conservation; archaeobotany; indigenous knowledge; folk taxonomy; plants in symbolism and religion; dietary patterns; phytochemistry; global movement of plants and peoples.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Either Biological Science or Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Provide examples of practices that fall on the continuum between foraging and cultivation (i.e., practices considered TRM or Traditional Resource Management).

Audience: Both Grad & Undergrad

2. Describe the rationale behind practices of "traditional" agriculture and how these practices compare to industrialized agriculture.

Audience: Both Grad & Undergrad

3. Summarize the process of crop domestication and the importance of conserving the diversity of crop plants and their wild relatives.

Audience: Both Grad & Undergrad

4. Describe Traditional Ecological Knowledge (TEK) and Indigenous Knowledge (IK) and give examples of how they can complement the research of professional ("Western") science.

Audience: Both Grad & Undergrad

5. Describe human uses of different classes of plant secondary compounds and evaluate health claims made about plant foods or their components.

Audience: Both Grad & Undergrad

6. Describe the processes by which North American Indigenous nations lost their land, and often their agricultural traditions, from 1492 to the present day. Describe impacts of these losses on the health of Indigenous peoples, and how Native nations are now responding to this health crisis.

Audience: Both Grad & Undergrad

7. Question your own and others' claims and assumptions regarding the knowledge and practices of Indigenous cultures of the USA and elsewhere.

Audience: Both Grad & Undergrad

8. Analyze and critique the primary ethnobotanical literature.

Audience: Graduate

### **AMER IND/LEGAL ST 480 – FEDERAL INDIAN LAW AND POLICY**

3 credits.

Historical survey of federal Indian law and policy and selected topics focusing on contemporary federal Indian law and policy issues and problems. Principles of jurisdiction, sovereignty, and federal trust duties will also be covered.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Characterize the key principles governing Federal Indian law, including the principles of tribal sovereignty, the federal trust relationship, the exercise of Congress' plenary power, and the construction of Indian treaty rights.

Audience: Undergraduate

2. Identify the historical and legal foundations giving rise to the current legal status of tribes.

Audience: Undergraduate

3. Analyze regulatory questions involving tribal governments and tribal members in relation to the states and the Federal government.

Audience: Undergraduate

4. Critique major legislation affecting Indian tribes.

Audience: Undergraduate

**AMER IND/LEGAL ST 485 – AMERICAN INDIAN NATURAL RESOURCES LAW**

3 credits.

Exploration of an array of issues from compensation for, or restoration of, lost resources, the ability to site or maintain major facilities, the allocation of water supplies, and pollution control. Principle of jurisdiction, sovereignty, and federal trust duties will also be covered.

**Requisites:** Sophomore standing

**Course Designation:** Breadth - Social Science

Level - Intermediate

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Characterize the key principles governing Federal Indian law, specifically Natural Resource legislation including the principles of tribal sovereignty, the federal trust relationship, the exercise of Congress' plenary power, and the construction of Indian treaty rights.  
Audience: Undergraduate

2. Identify the historical and legal foundations giving rise to the current legal status of tribes in relation to tribal resources.

Audience: Undergraduate

3. Analyze regulatory questions involving tribal governments' natural resources in relation to the states and the Federal government.

Audience: Undergraduate

4. Critique major Natural Resource legislation affecting Indian tribes and surrounding areas.

Audience: Undergraduate

**AMER IND/L I S 521 – TRIBAL LIBRARIES, ARCHIVES AND MUSEUMS (TLAM) PRACTICUM**

3 credits.

Builds upon and strengthens relationships between the iSchool and tribal libraries, archives and museums, with a special emphasis on Native Nations of Wisconsin. Partnerships between UW and tribal institutions provide an opportunity to demonstrate and analyze field experience and reciprocal and respectful relationships while also gaining and assessing professional practice under guidance and direction from course instructor and host site supervisor.

**Requisites:** L I S 520 and graduate/professional standing

**Course Designation:** Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Learning Outcomes:** 1. Demonstrate an understanding and application of cultural humility

Audience: Graduate

2. Articulate the connection between an institution and the community it serves

Audience: Graduate

3. Demonstrate effective communication in order to contribute to the host tribal cultural institution as a professional member of a team

Audience: Graduate

4. Design a community-based participatory research project utilizing Indigenous research methods

Audience: Graduate

**AMER IND/C&E SOC/SOC 578 – POVERTY AND PLACE**

3 credits.

The allocation of economic and social rewards in the United States; emphasis on persistently poor regions and communities; analysis of selected minority groups and their poverty statuses; poverty programs and their consequences for structural and cultural changes.

**Requisites:** SOC/C&E SOC 140, 210, 211, or SOC 181

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Analyze measures of poverty, inequality, and population health and draw conclusions from them

Audience: Undergraduate

2. Describe the places and communities in the United States in which poverty is deepest and most persistent and understand the historical processes that have reproduced such disadvantage

Audience: Undergraduate

3. Place an understanding of local social conditions and change in the global context of rural and urban life, including political, ecological, economic, geographic, historical, and cultural dimensions

Audience: Undergraduate

4. Describe how social conditions of poverty affect people's lives in distinct social contexts

Audience: Undergraduate

5. Contrast and evaluate theoretical approaches to explaining poverty

Audience: Undergraduate

6. Discuss racial and ethnic disparities in social conditions linked to poverty

Audience: Undergraduate

7. Compare the US to peer nations in terms of poverty levels, rates of attendant social problems, and kinds of policies affecting the poor

Audience: Undergraduate

8. Engage in ethical reasoning about how poverty and the policies that impact it relate to shared values

Audience: Undergraduate

9. Interpret and critique texts that describe and analyze poverty

Audience: Undergraduate

10. Identify a case of poverty in a geographic context and apply social scientific literature to support of analysis that contributes to the literature

Audience: Undergraduate

**AMER IND/SOC WORK 636 – SOCIAL WORK IN AMERICAN INDIAN COMMUNITIES: THE INDIAN CHILD WELFARE ACT**

3 credits.

The role of social workers and social services in American Indian and tribal communities, particularly compliance with the Indian Child Welfare Act.

Historical context includes land removal and loss, the boarding school and adoption eras, and social determinants of health including the impacts of historical and intergenerational trauma.

**Requisites:** Sophomore standing

**Course Designation:** Ethnic St - Counts toward Ethnic Studies requirement

Breadth - Social Science

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Grad 50% - Counts toward 50% graduate coursework requirement

**Repeatable for Credit:** No

**Last Taught:** Spring 2026

**Learning Outcomes:** 1. Engage diversity and difference in practice

Audience: Graduate

2. Advance Human Rights and Social, Economic, and Environmental Justice

Audience: Graduate

3. Engage in Policy Practice

Audience: Graduate

4. Engage with Individuals, Families, Groups, Organizations, and Communities

Audience: Graduate

5. Assess Individuals, Families, Groups, Organizations, and Communities

Audience: Graduate

6. Intervene with Individuals, Families, Groups, Organizations and Communities

Audience: Graduate

7. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Audience: Graduate

8. Demonstrate awareness of the history of American Indian Tribes, including historical and intergenerational trauma and the impact on the Present experience of American Indians.

Audience: Undergraduate

9. Demonstrate the ability to recognize and question assumptions regarding American Indian Tribes and people.

Audience: Undergraduate

10. Apply knowledge learned in this course to practice in a multicultural society

Audience: Undergraduate

**AMER IND 699 – DIRECTED STUDY**

1-3 credits.

Independent study for junior, senior and graduate students in collaboration with a faculty member.

**Requisites:** Consent of instructor

**Course Designation:** Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

**Repeatable for Credit:** Yes, unlimited number of completions

**Last Taught:** Spring 2023