

# Degree Learning Outcomes

## SDSU Department of American Indian Studies

### **1: Recognize Diversity of Tribal Communities**

Students will learn and recognize the vast diversity of "pre-" and "post-" contact American Indian communities both those that are federally and non-federally recognized tribes. Students will also familiarize themselves with the debates surrounding notions of the identity of Indianness, and the "Native Hubs" or network of American Indian peoples connecting in diverse circumstances and locations.

#### ***General Education/Core Curriculum Associations***

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- 1.5 Integrate global and local perspectives
- 1.6 Illustrate relevance of concepts across boundaries
- 1.7 Evaluate consequences of actions
- 2.1.1 Construct well-reasoned arguments for specific audiences
- 2.1.3 Situate discourse within social, generic, cultural, historical contexts
- 2.1.4 Assess the relative strengths of arguments and supporting evidence
- 2.2.3.3 Identify human behavioral patterns across space and time and discuss their interrelatedness and distinctiveness
- 2.2.3.4 Enhance understanding of the social world through the application of conceptual frameworks from the social and behavioral sciences to first-hand engagement with contemporary issues
- 2.2.4.1 Analyze written, visual, or performed texts with sensitivity to the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments
- 2.2.4.3 Learn about issues in the humanities that have personal and global relevance
- 2.2.4.4 Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities

#### ***Institutional Priority Associations***

- 1.1 The mission of San Diego State University shall be to provide well-balanced, high quality education for undergraduate and graduate students and to contribute to knowledge and the solution of problems through excellence and distinction in teaching, research, and service. The university shall impart an appreciation and broad understanding of human experience throughout the world and the ages.
- 1.2.2 To nurture a learning-centered university that supports the growth and development of the whole person

- 1.2.4 To promote the growth, development, and wise use of our human and fiscal resources
- To extend and enhance the university's deep and abiding commitment to academic excellence expressed through superior teaching, research, creative activity, and public service
- 1.2.5.3.1
- 1.3.1 To encourage the intellectual and creative development of a diverse group of students by helping them learn about themselves and others, their own and other cultural and social heritages, and their environment
- 1.3.2 To foster development of critical thinking, writing, reading, oral communication, and quantitative and qualitative analysis as well as a commitment to lifelong learning and international perspectives needed to contribute to communities and fields of endeavor
- 1.3.3 To provide the basis for informed citizenship in a democracy
- 1.3.4 To offer advanced undergraduate and graduate students professional training and preparation for further study in a broad range of disciplines, with special emphasis on the preparation of teachers
- 1.4.1 Student Success
- 1.4.2 Research
- 1.4.3 Community Engagement
- 1.4.4.2.1 Undergraduate Research and Creative Activities
- 1.4.4.2.2 International Experiences
- 1.4.4.2.3 Common Intellectual Experiences
- 1.4.4.2.4 Community-based Service Learning
- 1.4.5 Sustainability

## **2: Value Indigenous knowledges and Sustainability**

Students will explore and learn the value of indigenous knowledges and modes of ecological and cultural sustainability. They will also be able to compare these American Indian epistemologies with conventional Euro American values toward ecology and culture.

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### **3: Enact preservation and promotion of cultural heritage**

Students will learn skills necessary for preserving and promoting American Indian cultural heritages, languages, and other representations of culture.

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- 2.1.1 Construct well-reasoned arguments for specific audiences
- 2.1.2 Analyze a variety of texts commonly encountered in the academic setting
- 2.1.3 Situate discourse within social, generic, cultural, historical contexts
- 2.1.4 Assess the relative strengths of arguments and supporting evidence
- 2.2.3.2 Comprehend diverse theories and methods of the social and behavioral sciences
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- 1.3.5 To support faculty in developing specialized contributions to knowledge, including innovative curriculum and pedagogy responsive to intellectual and professional needs of undergraduate, master's, and doctoral students
- 1.3.6 To support faculty in their professionally-related community activities and informed exchanges with diverse professional and lay communities that strengthen the university's courses and scholarship
- 1.3.7 To encourage scholarship, including the creative and performing arts, by students, faculty, and administrators from all areas of the university
- 1.3.8 To continue our commitment to research, including the expansion of externally funded projects and doctoral programs where appropriate
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#### **4: Identify mechanisms of oppression**

Students will gain the ability to identify and analyze the ways governmental systems, laws, religion, educational systems, healthcare systems, mass media, and popular culture have been used in America to propagate policies and behaviors that oppress American Indians and to promote notions of Indianness that rationalize and justify this oppression.

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## **5: Support processes of decolonization**

Students will comprehend the various notions of decolonization in the context of American (and global) Indigenous communities both as an academic theory and a matter of socio-political praxis. They will learn the ways in which American Indian communities seek to use indigenous systems of knowledge as guiding principles to organize their communities. Our classes will teach them the models to aid in this process by teaching the best practices and more practical modes of decolonization in contemporary Indian Country so that they can support American Indian communities in this process by being mindful of how they interact with American Indian communities and how to support and value Indigenous knowledge production.

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## **6: Comprehend global indigeneity**

Students will comprehend the emergent global networks of indigenous communities worldwide particularly in the realm of indigenous rights and ecological sustainability, and the shared experiences of Settler Colonialism.



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