The University of Idaho's American Indian Studies program engages with Indigenous knowledge(s) and cultures(s) as dynamic, vibrant, diverse, place-based, and resilient. The AIS program seeks to educate, contemplate and study the deep continuities of Indigenous knowledge(s) rooted in place and sophisticated problem solving engaged across time and space, past and the present. By privileging the voices and experiences of Indigenous peoples themselves, AIS offers:

1. a place on the University of Idaho campus for critical Indigenous thought, pedagogies, and scholarship;
2. the dissemination of Indigenous knowledge to better inform global engagement conducted at the University of Idaho and the region; and
3. intellectual engagement on historical and contemporary legal, political, academic, scientific, and other issues across the Indigenous curriculum.

Central to the vision of the American Indian Studies program are programmatic and intellectual pursuits led by AIS value co-constructed, Central to the vision of the American Indian Studies program are programmatic and intellectual pursuits led by AIS value co-constructed, sustained and engaged relationships with Indigenous communities.

The American Indian Studies Program is based on the following objectives:

1. Recruitment and retention – enhance the recruitment and retention of Indian students, as well as other students of ethnic heritage, attending and graduating from UI.
2. Intercultural communication – provide an opportunity for face-to-face Indian/non-Indian exchange of ideas, perceptions, and misperceptions about Indian and Euro-American culture, including a meaningful context for intercultural communications and understanding, and solution of problems of bias and stereotyping.
3. Cultural appreciation – foster a better understanding of and appreciation for the vitality, breadth, depth, and rich diversity of components of contemporary Indian cultures (e.g., arts, economics, literature, government, and social and religious life), as well as their histories.
4. Rigorous curriculum with an interdisciplinary approach – enable students to acquire the knowledge, critical methods, and research skills of the academic fields that comprise the minor, including but not limited to anthropology, English, history, sociology, and teacher education.
5. Application – provide an Indian pedagogy and knowledge base, i.e., an Indian perspective, that would complement and be integrated with students' other academic fields of study (e.g., business, education, engineering, forestry and natural resources, health care, humanities, or social sciences), better preparing students with the skills and expertise to address and successfully meet the various issues and challenges faced in Indian communities.
6. Collaboration – build partnership relationships between UI and regional tribes (Idaho and adjacent western states), especially the Coeur d'Alene and Nez Perce Tribes, improving communications, educational delivery, the sharing of expertise, and ability to address common concerns and problems.
7. Institutional growth – advance the concerns and issues faced in Indian communities, as well as an Indian pedagogical and knowledge perspective within the university and academic communities.
8. Inclusivity – serve both Indian and non-Indian students and communities alike. Through the offered curriculum and sponsored activities, the overarching objective of the American Indians Studies Program is to provide a transformational educational experience for students.

Acknowledging the vital role native languages continue to play in American Indian communities and the need for their preservation, a curriculum in Nez Perce language is offered and upon completion of two years of study can be used to satisfy the Bachelor of Arts language requirement at the University of Idaho.

Students enrolled in the academic minor in American Indian Studies will be required to complete an academic service learning internship in collaboration with an area tribe. This internship helps fulfill the program's vision and objectives of application and collaboration through the American Indian/Indigenous value of reciprocity.

Minors

- American Indian Studies Minor (https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/american-indian-studies/amERICAN-indian-studies-minor/)

AIST 101 Elementary Nez Perce I (4 credits)
Cross-listed with NEZP 101
Pronunciation, vocabulary, reading, spoken Nez Perce, and functional grammar.

AIST 102 Elementary Nez Perce II (4 credits)
Cross-listed with NEZP 102
Pronunciation, vocabulary, reading, spoken Nez Perce, and functional grammar.
Prereqs: AIST 101

AIST 110 Community Building (1 credit)
This course is aimed towards first generation college students from indigenous communities. This course helps students build community support through existing programs at the university and facilitates students' connections with their tribal cultures. It also helps students develop good study habits and build study skills.

AIST 111 Intro to Success (1 credit)
This course assists each student's academic, cultural, and social adjustment to the University. The course is also designed to provide supportive tools and resources to each student to ensure they are maximizing their ability. The course will focus on a few of the topic areas: time management, organization skills, tribal issues and tribal governmental structures, importance of diversity, learning styles, budgeting, and test taking.

AIST 201 Intermediate Nez Perce I (4 credits)
Pronunciation, vocabulary, reading, spoken Nez Perce, and functional grammar.
Prereqs: AIST 102 or NEZP 102
AIST 204 (s) Special Topics (1-16 credits)
Credit arranged
AIST 210 Native Identities (3 credits)
This course is intended to develop a dynamic modern understanding of indigenous communities and self. The class will focus on such themes as family, history, blood & kinship, colonization, treaty rights and sovereignty, land and linguistics.

AIST 298 Tribal Natural Resource Internship (1-4 credits)
This course is a supervised internship in an Indian community setting that provides work experience and learning opportunities in natural resource ecology and management. The course requires the development of a formal plan of activities and learning goals that must be approved by the onsite supervisor and faculty instructor.

AIST 314 Tribal Sovereignty and Federal Policy (3 credits)
Cross-listed with ANTH 314
The Tribal Sovereignty and Federal Policy course is designed to provide an in-depth understanding of how colonial and Federal Indian Policies have impacted the lives of Tribes and their surrounding communities. Through a survey of the changing eras of policy (conquest, pre-Revolutionary approaches, the Marshall Trilogy, the Treaty Era, Allotment and Termination, and Self-Determination), students will learn about the forces that have shaped tribal communities, and a deeper appreciation for tribes’ efforts to restore and exercise their sovereignty. Tribal Sovereignty as it applies to land management, natural resources and community development will be a focal area.

AIST 316 American Indian History (3 credits)
Cross-listed with HIST 316
Course investigates Indigenous people in North America from time immemorial to present. Emphasizes Native American resilience and adaptability in the face of colonialism.

AIST 320 Native American & Indigenous Film (3 credits)
General Education: American Diversity

AIST 321 (s) Tribal Elders Series (3 credits, max 9)
Cross-listed with ANTH 321
This course is intended to share information from the neighboring tribes surrounding the University of Idaho. Elders from these communities will share a tribal epistemology that each tribe considers to be essential to an education of an adult. Such educational perspective may often be missing misrepresented or misunderstood in current university pedagogy. This class will place an emphasis on contemporary indigenous voices. This course will have a subtopic heading to incorporate the possibility of having many neighboring tribes participate.

AIST 329 Contemporary North American Indians (3 credits)
Cross-listed with ANTH 329
Histories, cultures, and practices of contemporary North American Indians.

AIST 344 Indigenous Ways of Knowing (3 credits)
The course is intended as an introduction to issues of cultural, racial, ethnic and linguistic diversity that arise in American school and society. In particular we will be looking at indigenous epistemological comparison with Western educational models. The central question for the course will be: Why is educational attainment different for different groups in society, and how does that difference relate to social stratification characteristics of the larger society? We will also try to answer other questions: What is the impact of cultural and linguistic diversity on the various institutions of society, including family, schools, and the economic system? What policies and programs have been developed in the US and other societies to deal with cultural diversities? These and other questions will be the basis for our reading and discussions.

AIST 400 (s) Seminar (1-16 credits)
Credit arranged

AIST 403 (s) Workshop (1-16 credits)
Credit arranged

AIST 404 (s) Special Topics (1-16 credits)
Credit arranged

AIST 411 Native American Architecture (3 credits)
General Education: American Diversity
Cross-listed with ARCH 411
Joint-listed with ARCH 511
An exploration of Native American architecture in North America, including ancient, historic, and contemporary buildings and settlements within their diverse social, cultural, and physical contexts. Additional assignments required for graduate credit. (Spring only)

AIST 412 Tribal Governance (3 credits)
This course is intended to impart an understanding of the vitality and rich diversity of contemporary American Indian societies, their histories, and their literatures, e. g., in the arts and expressive culture, governmental affairs both indigenous and external, economics, ecological relations and natural resources, health care, and family, social and religious life, oral traditions, world views and cultural values. This understanding is inclusive of both indigenous cultural and contact-historical expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome.

Prereq: AIST 210

AIST 422 Contemporary Pacific Northwest Indians (3 credits)
General Education: American Diversity
Cross-listed with ANTH 422 and RELS 422
Joint-listed with ANTH 522
This course is intended to impart an understanding of the vitality and rich diversity of contemporary Pacific Northwest American Indian societies, their histories, and their literatures, e. g., in the arts and expressive culture, in governmental affairs both indigenous and external, in economics, ecological relations and natural resources, in health care, and in family, social and religious life, in oral traditions, in world views and cultural values. This understanding is inclusive of both indigenous cultural, as well as contact-historical, expressions. An understanding of Tribal sovereignty and its varied meanings is key to this outcome.

ANTH 422 is cooperative: open to WSU degree-seeking students.
AIST 484 Native American and Indigenous Literature (3 credits)
General Education: American Diversity
Cross-listed with ENGL 384
Significant texts, topics and traditions of American Indian, First Nations, and Indigenous writings in their literary and historical contexts, including the social and political circumstances out of which they arise. Emphasis on North America. Typically Offered: Varies.
Prereqs: ENGL 102

AIST 498 (s) Internship (1-16 credits)
Credit arranged. Supervised internship in an Indian community setting, integrating academic study with work experience; requires formal plan of activities to be approved by the on site supervisor and assigned faculty member; a final written report will be evaluated by the assigned faculty member.
Prereqs: Permission

AIST 499 (s) Directed Study (1-16 credits)
Credit arranged