

Proposal for Divisional Cluster

Distribution Area Check one: New or Revised Proposal
 Humanities
 Social Sciences
 Natural Sciences and Engineering

Cluster Number (leave blank if proposing new cluster) _____

Department or Program Submitting Cluster: History

Name of Cluster: Indigenous Studies

12 credits (3 courses) are required; if more, please specify total number: _____

List the courses that students may choose to complete this Cluster. Note prerequisites, if any. All courses must have an effective date; see reverse for instructions.


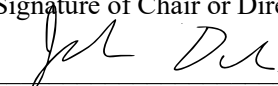
Course Number	Eff. Date	Title	Prerequisite
Students may choose two or three of the following courses:			
ANTH 205	None	Theories and Debates: Culture vs. Ontology	None
ANTH 232	None	The Indigenous Peoples Movement	None
HIST 150	None	Colonial Latin America	None
HIST 157	Spring 2022	History of Native America, 1800 to the Present	None
HIST 178	Spring 2023	Beyond Pocahontas: Histories of Indigenous Women, Gender, and Sexuality	None
HIST 386W	None	The Other Atlantic: Ethnohistory, Memory, and Chronicle	None
HIST 200	Spring 2018	Gateway Seminar: Native American History	None

See additional courses at end of document.

If any of the above courses are specifically required for completion of this Cluster, note here:

NA

If any of the above courses are from a department or program other than the one submitting the cluster, the corresponding department Chair(s) or Director(s) must sign below to indicate approval.

<p style="text-align: center;"> <u>9/23/22</u></p> <p>Signature of Chair or Director _____ Date</p>	<p style="text-align: center;">_____ Signature of Chair or Director _____ Date</p>
<p style="text-align: center;"> <u>9/28/22</u></p> <p>Signature of Chair or Director _____ Date</p>	<p style="text-align: center;">_____ Signature of Chair or Director _____ Date</p>

Cluster description for Cluster Search Engine (1-2 sentences, for students):
(For existing clusters - leave blank unless revising)

This interdisciplinary cluster introduces students to the histories, cultures, and politics of Indigenous peoples, with a particular emphasis on the Americas, from the earliest societies to the present.

What are the primary benefits of this cluster within the Rochester Curriculum?

- Provides a *broad* survey of an academic discipline (e.g. classics) or College division (e.g. natural sciences)
- Provides *in-depth* knowledge of an academic discipline or sub-discipline (e.g. American history)
- Blends* knowledge from two or more academic disciplines on a topic of intellectual merit
- Other* (please describe below in 1-2 sentences)

Please explain the rationale for your choice below:

In addition, the cluster will help foster and maintain student interest in an area of future growth for the university.

What are the primary motivations for the department to offer this cluster?

- Provide a cluster within a particular academic *sub-discipline*
 - Build a cluster around a *core course or highly popular course* within the department
 - Generate interest in the departmental major or minor* as a result of taking courses within the cluster
 - Offer students leaving the major the opportunity to *use already completed courses* as a cluster
 - Complement* an existing major/minor within another division (please list below)
 - Other* (please explain)
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Every path through this cluster enables students to build the following appropriate to the given context, purpose, audience, or discipline: (check all that apply)

- Written communication Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. (AAC&U VALUE project)
- Oral communication Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. (AAC&U VALUE project)

- Scientific reasoning The ability of students to demonstrate an understanding of the structure of science, conceptual schemes and procedures employed in scientific investigation, types of reasoning used to reach conclusions, the procedures used to verify the validity of conclusions. (Virginia State University, Assessment Plan)

- Quantitative reasoning Quantitative reasoning is correctly using numbers and symbols, studying measurement, properties, and the relationships of quantities, or formally reasoning within abstract systems of thought to make decisions, judgments, and predictions. (University of Virginia Competencies)

- Technological competence The ability to use information technology as one tool for solving problems, identifying and evaluating information sources, analyzing reports and presentations; ability to use a variety of online or technology-assisted means to present work; understanding of the essentials of technology; including hardware and software, networks and systems. (University of Maryland, Baltimore County, General Education Competencies)

- Critical analysis & reasoning Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them. (AAC&U VALUE project)

- Information literacy The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. (AAC&U VALUE project)

Other Considerations: (check any that apply)

This cluster was modified (e.g. courses added) due to a significant history of cluster exceptions.

This cluster was designed in response to student requests (please explain)

Robert Jones

20 Sept 2022

Signature of Chair or Director

Date

Authorized by _____ CCC or _____ CIIC

Signature of Dean

Date

Instructions:

The DARS system checks the completion of students' Clusters. It relies primarily on course numbers and effective dates to determine whether or not a course is part of a Cluster.

Each course in a Cluster should have some entry in the Effective Date column. If the course has existed with that number for more than five years, enter "none" under Effective Date. If the course is new, the Effective Date should be the first semester in which the course is offered. If the course number has changed within the last five years, the Effective Date should be the first semester in which it was offered with the new number.

If you want to add a course that will be offered only once, enter "xx semester only" under Effective Date.

To remove a course from a Cluster, cross the course out and enter under Effective Date the last semester in which that course may be used in the Cluster – normally the last semester in which that course was offered.

If a course was **never** offered, cross it out and enter "never offered" under Effective Date. (Only courses that were never offered are deleted from the Cluster Search Engine.)

Students may choose one of the following courses:

ATHS 221 Inkas and Their Ancestors

Effective Date: None

No prerequisites.

ATHS 222 Cities and Urbanism in Precolumbian Mesoamerica and the Andes

Effective Date: None

No prerequisites.

ATHS 2XX (TBD) Aztecs and Their Ancestors

Effective Date: Spring 2023

No prerequisites.

ATHS 321 Death and Caring for the Dead in the Prehispanic Americas

Effective Date: Spring 2019

No prerequisites.

ATHS 301 Advanced Research Topics at Chavín de Huántar

Effective Date: Summer 2019

No prerequisites.