

Note to UCC:

The C form submitted for AIS/SOC 348 should have actually been a C-2 form, but we will not ask the proposer to re-submit the correct form. SOC 348 is an approved course currently being offered, which carries DD credit.

A C-2 form which should have been completed (instead of this C form) would have simply checked the "Cross-list" box and obtained an email of support from Sociology to cross-list SOC 348 with AIS 348. An email of support from SOC is attached to the form.

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CoAS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2012													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) x Yes No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* SOC 348 AIS 348														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) AMERICAN INDIAN COMMUNITIES														
6. Abbreviated Title for Banner: (no more than 25 characters, including spaces) AMER INDIAN COMMUNITIES														
7. Number of Units: 03														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) This course will provide students with an in-depth examination of American Indian communities, with special emphasis on Southern California Indian communities. Students will understand contemporary issues and concerns facing American Indians today. Themes covered include, tribal sovereignty, demography, decolonization, education, identity, environment, health and wellness, cultural survival and cultural empowerment. In partnership with local tribes, students will apply the knowledge and analytical skills gained in the classroom to help address environmental, social, and cultural issues within the community. This course includes community work and has a field component.														
9. Why is this course being proposed? This course will be a required course for the Native Studies Minor. This course will help the University fulfill its commitment to diversity. This course provides students with an American Indian perspective in addressing a variety of issues in Sociology as well as numerous other disciplines. Students will have the ability to learn about critical issues via an authentic voice and Native American perspective. This course includes community work and has a field component that will introduce and engage our students with local tribal communities.														
10. Mode of Instruction* (See pages 19-23 at https://zeta.calstate.edu:8250/webdoc/TransactionDEDSaction5.doc for definitions of the Course Classification Numbers)	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">03</td> <td style="text-align: center;">L-2 C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	03	L-2 C-2	Activity			Lab		
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Lecture	03	L-2 C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No *AKS/SOC*
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:
 Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* SOC 489-1

20. How often will this course be offered once established?* once every year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information - all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 UDGE - Social Science, Course would fulfill elective requirements for Soc, Crim and Justice Studies majors. This course is a core requirement for the Native Studies minor and could serve as an elective for Ethnic Studies.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

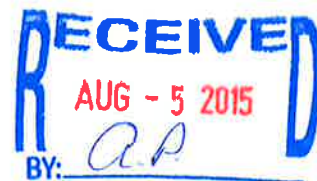
Discipline <i>SOC</i>	<i>see email</i> Signature	<i>8/5/15</i> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline <i>Ethnic Std.</i>	<i>see email</i> Signature	<i>10/14/11</i> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

Joely Proudfit
 1. Originator (please print or type name) _____ Date _____
Joely Proudfit *10/10/11*
 2. Program Director/Chair _____ Date _____
Nicola Baderna *10/14/11*
 3. College Curriculum Committee _____ Date _____
Am L *10-28-11*
 4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____
 6. Vice President for Academic Affairs (or Designee) _____ Date _____
 7. President (or Designee) _____ Date _____



* If Originator is uncertain of this entry, please consult with Program Department Director/Chair

Crosslist
AIS/SOC 348

Angela Baggett

From: Sharon Elise
Sent: Wednesday, August 05, 2015 10:22 AM
To: Martha Stoddard-Holmes
Cc: Joely Proudfit; Angela Baggett; Toni Shaffer
Subject: Re: P2 Form for AIS -- only one missing piece!

Thanks Martha. Congratulations Joely!

Sharon

Sent from my iPhone

> On Aug 5, 2015, at 10:21 AM, "Martha Stoddard-Holmes" <mstoddar@csusm.edu> wrote:

>

> Hurrah! this is all we need. Off it goes. Thanks, all! Martha

>

> Martha Stoddard Holmes, Ph.D.

> Associate Dean for Instruction and Academic Programs Professor of

> Literature and Writing Studies College of Humanities, Arts, Behavioral

> and Social Sciences (CHABSS) SBSB 4115-E

> Tel: 760.750.8064

>

> California State University San Marcos

> 333 S. Twin Oaks Valley Road

> San Marcos, CA 92096-0001

>

>

>

> From: Sharon Elise

> Sent: Wednesday, August 5, 2015 10:18 AM

> To: Joely Proudfit

> Cc: Martha Stoddard-Holmes; Angela Baggett; Toni Shaffer

> Subject: Re: P2 Form for AIS -- only one missing piece!

>

> Yes, we agreed to cross-list and Sociology is pleased to maintain this partnership as we reaffirmed in recent months.

>

> Best,

>

> Sharon

>

> Sent from my iPhone

>

>> On Aug 5, 2015, at 10:07 AM, "Joely Proudfit" <jproudfi@csusm.edu> wrote:

>>

>> Hello

>>

>> The course is cross-listed with soc/aid 348. This was the first course we created and cross listed several years ago.

>>

>> Should I resubmit the c2 form again?

>>

>> Thank you. Joely

>>

>> Joely Proudfit, PhD.

>> Director, California Indian Culture and Sovereignty Center Department

>> Chair, American Indian Studies

>>

>>

>>> On Aug 5, 2015, at 10:00 AM, Martha Stoddard-Holmes <mstoddard@csusm.edu> wrote:

>>>

>>> Hi again, Joely--I'm sorry to be a pest about this but I do want to move the P-2 along to Academic Programs as quickly as possible. Could you forward clarification on cross-listing for SOC 348?

>>>

>>> thanks!

>>> Martha

>>>

>>> ps I'm thrilled to see the NATV courses close to full/full and waitlisted!

>>>

>>> Martha Stoddard Holmes, Ph.D.

>>> Associate Dean for Instruction and Academic Programs Professor of

>>> Literature and Writing Studies College of Humanities, Arts,

>>> Behavioral and Social Sciences (CHABSS) SBSB 4115-E

>>> Tel: 760.750.8064

>>>

>>> California State University San Marcos

>>> 333 S. Twin Oaks Valley Road

>>> San Marcos, CA 92096-0001

>>>

>>>

>>> _____

>>> From: Martha Stoddard-Holmes

>>> Sent: Thursday, July 30, 2015 7:47 AM

>>> To: Joely Proudfit

>>> Subject: P2 Form for AIS -- only one missing piece!

>>>

>>> Hi again, Joely--

>>>

>>> I have been furiously trying to get the AIS/NATV C2 form out of my office and over to Academic Programs to pass on to UCC--and now I am only missing one crucial piece. You will probably recall our discussion about cross-listed courses (LTWR 345 and SOC 348). Because LTWR 345 was a much more complicated issue to unravel, we actually did not get any documentation on SOC 348 (or, at least, I cannot find anything in the files including comments in the minutes). I know that you have addressed LTWR 345 at length and with much patience and documentation.

>>>

>>> May I ask for just one more piece of documentation to attach with this to demonstrate that SOC agrees to cross-list SOC 348 as AIS 348/SOC 348?

>>>

>>> Once that's in place, I think we'll be able to get this over to Virginia in short order and it will be ready for UCC as soon as they start meeting in fall.

>>>

>>>

>>> Many thanks for your help--

To: Joely Proudfit
Cc: Nicoleta Bateman; Theresa Aitchison
Subject: CAPC business -- Soc 348 & Soc 468/PSCI 418

*Ethnic Studies
support*

Hi Joely,

We reviewed the CAPC forms for your two classes. We all enjoyed reading your syllabi. There are just a couple of items that need clarification / responses before we can approve them to send to UCC.

Soc 348

1) You wrote that the mode of instruction (Item 10) is LEC and we need an actual code which for lecture would be C-2. Can you confirm this?

Soc 468/PSCI 481

1. You wrote that the mode of instruction (Item 10) is LEC and we need an actual code which for lecture would be C-2. Can you confirm this? **I confirm that this is a lecture course**
2. Political Science was mentioned as needing to provide a signature of support (Item 22). An email will be fine. Do you have this? If so, please forward to us. If not, I can help you obtain this email because I know you are on maternity leave. Just let us know. **will forward you the email for this.**
3. You mention that this class can count for an Ethnic Studies elective (Item 21). We recommend that you obtain a signature from ES as well. **Thank you for your support** *******Given that I am the ES coordinator, consider this email SUPPORT for the class.**

When you respond, can you do a "reply all" so that Nicoleta, the CAPC chair, and Theresa (our admin support) can be in the loop?

Thanks!! Marisol

Dr. Marisol Clark-Ibáñez
Associate Professor-- Department of Sociology
<http://www.csusm.edu/sociology/directory/ibanez.html>

Program Coordinator — Ethnic Studies
<http://www.csusm.edu/ethnicstudies/>

CSU San Marcos
SBSB 4210, 760-750-4631
Home Office Telephone: 760-295-3995
Email: mibanez@csusm.edu

Official CSUSM website for AB 540 students: www.csusm.edu/ab540

ais / SOCIOLOGY 348
AMERICAN INDIAN COMMUNITIES

Professor: Dr. Proudfit
Office: Craven Hall 6244
Office#: 760-750-4619
Office Hrs: Monday 1:30 – 2:30 (or by appointment)
Email: jproudfi@csusm.edu

Semester: Spring 2012
Monday: 2:30 – 5:15
Meeting Room: Markstein 106

Please turn off or silence all electronic equipment before entering the classroom.

Course Description:

This course will provide students with an in-depth examination of American Indian communities, with special emphasis on southern California Indian communities. Students will understand contemporary issues and concerns facing American Indians today. Students will learn about tribal sovereignty, demography, identity, welfare, education, gender, economic development, environment health and wellness, cultural survival and cultural empowerment. In partnership with local tribes, students will apply the knowledge and analytical skills gained in the classroom to help address environmental, social and cultural issues within the community.

Course Approach:

This semester, the focus of our field trips will be the health and wellness of ourselves and of local American Indian communities, as well as the health and wellness of other species and our particular part of the planet. We meet weekly as indicated by the syllabus at CSUSM or at the designated field trip site. Our role as students and collaborators with local tribal communities involves the documentation of cultural practices and the production of educational materials and exhibition art and research works designed to teach about the activities, histories and cultural practices of those communities. Flexibility is of the utmost importance in this class. The collaboration is a wonderful, exciting and unprecedented opportunity for us to work with members of local tribal communities, to explore the habitats in which we live, to expand our ecological literacy and to become more attuned to the many issues facing American Indian communities. This semester, we will also work collaboratively with Prof. Small's VSAR 440 Advanced Digital Arts course on a digital media project for publication and public distribution.

Course Objectives:

- Develop an understanding of American Indian communities.
- Develop an understanding of the socio-historical forces that have shaped the construction of American Indian identities and life within these communities
- Know and be able to discuss the major contemporary social issues, challenges and barriers faced by many American Indians.
- Gain service learning experience with an American Indian community.
- Know challenges to contemporary stereotypes and understand alternative narratives of American Indians' own experiences in the U.S.

The emphasis in this course is on participation and cooperative learning. Therefore, the syllabus serves as a guide to the minimal requirements for the course. You *must* do all the readings and other preparation in advance of the class for which it is assigned. Come to class prepared to participate actively.
Building a Healthier Indian Country: Looking to the Future with an Eye to the Past

Required Materials:

Custer Died for Your Sins: An Indian Manifesto

Vine Deloria, Jr.
0-8061-2129-7
Pub: Univ. of Oklahoma
1988

The State of Native Nations
Harvard Project on American Indian Economic Development
ISBN13: 97801953
Pub: Oxford University Press
2007

Seaweed, Salmon, and Manzanita Cider: A California Indian Feast
Margaret Dubin and Sara-Larus Tolley
ISBN# 978-1-59714-078-2
Pub: Heyday Books
2008

Camera for on-site field trips

Online Moodle Reader Module — Readings will be added to Moodle on a regular basis.

***** PLEASE NOTE THAT CLASS ENDS AT 5:15 P.M. ON OCCASION, WE WILL BE OUT IN THE FIELD. IF YOU HAVE SOME PLACE YOU HAVE TO BE AT 5:30 P.M. OR 6:00 P.M., THIS IS NOT THE CLASS FOR YOU. *****

Regular reading of newspapers such as the New York Times and Los Angeles Times, watching CSPAN, listening to NPR (National Public Radio) and reading weekly or monthly news magazines such as Newsweek, Time and U.S. News and World Report is required. Additional readings and media materials may be assigned and syllabus may be updated regularly, so please check Moodle frequently.

Grading Policy:

Attendance and Participation	25
Reflection Paper	15
Reaction Paper	15
Midterm	100
Exam	100
In-Field Journal	100
Final Presentation of In-Field Journal	50
Community Service Learning Project/ Digital Media Collaborative Project	200

Examination:

There will be two exams along with several assignments given throughout the semester. There will be an exam halfway through the course and another at the end of the semester.

Community Service Learning Project Theme — Building a Healthier Indian Country: Looking to the Future with an Eye to the Past

This requires a community service commitment on your part within the local American Indian community (i.e. Indian Health Council) that has agreed to work with our class. Your written reflection/analysis paper should integrate your personal observations with some of the social themes and perspectives you have learned in this course. In your class presentation, you should discuss how your experiences relate to the course material being presented. A detailed handout about this paper will be provided in class. PERIODIC STUDENT/TEACHER DISCUSSION IS RECOMMENDED.

For the service learning component of the class, we will be collaborating with Prof. Deborah Small's VSAR 440 Advanced Digital Arts course. Many people now speak about how we must make a major shift to a sustainable society from our unsustainable and ultimately destructive way of live. This semester, we have the opportunity to learn from people whose ancestors lived in ecologically viable and sustainable communities for thousands of years. In addition, we hopefully will contribute to the vision and practice of a peaceful, spiritually rich, compassionate and sustainable society through collaborative art practices by producing a digital media project, a series of cards, for online publication and public distribution.

Community Service Learning Project — Native Health & Wellness Cards: Digital Media

Collaborative Project: This will be your major project for the semester. You will produce a series of professional-quality recipe cards in collaboration with Prof. Small's class. SOC 348 students will have the primary responsibility to provide the texts/narratives for the collaborative books, but you also will be required to take pictures to place in your reflective journals. Art students may be involved in this aspect of the project as well, using blog writings and/or audio/video recordings. Art students may also choose to collaborate with each other as well as with sociology students. (One art student, for example, could be responsible for photographic stills, another for video stills and another for audio/video recordings.) Working with Dr. Small's students, you will develop recipe cards for a box set that will be made available to the community including the service population of Indian Health.

In-Field Journal: Students are expected to keep a hardcover in-field journal in response to learning experiences in the field and to reading material. I expect these journals to incorporate photographs and other multimedia approaches. These journals will be periodically reviewed after each in the field visit. Your journals **must** incorporate both in-class reading and outside readings such as newspaper clippings, etc., but please, **NO WIKIPEDIA!** At the end of the semester, each student will turn in a final journal as well as digitally present it to class using Microsoft PowerPoint or some other form of media presentation. Handout to follow.

Reading: I cannot stress enough the importance of completing assigned readings. We are studying material that begs to be discussed, so it is to your benefit to read.

Participation & Attendance: Students are expected to attend all class meetings and be prepared to participate and discuss the subject material. It is important that you attend class and **on time**. Attendance is necessary for an understanding of current discussion topics and reading assignments. Part of your final evaluation will focus on your ability to work collaboratively with one another and the other classes, especially your participation on all field trips. It is essential that you attend class regularly. Two unexcused class absences **will result in lowering your final grade. You MUST attend ALL field trips.**

Occasionally during the semester I will ask you to write a formal response to a question or issue I will pose. The response need not be long (about a half a page typed) but it should be reflective of the material read and discussed in class. I am interested in your comprehension of the material and various issues. These papers will be graded as part of your participation grade and class assignments. I will use them to generate discussion. The frequency in which I assign these papers will depend on how well you respond during discussion without them. Therefore, if you are adequately prepared to discuss relevant issues without them, I will refrain from assigning you this extra written work too often. Your attendance and participation in class discussions will be taken into consideration if your final average is on the margin, just below the average of the next highest grade. Final averages will be on a hundred-point scale.

Academic Honesty/Integrity: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly. Academic dishonesty cases will be referred to the Dean of Students Office and may result in suspension or expulsion from CSU San Marcos and the CSU system.

Electronic Devices: While cell phones have in many ways made our lives more convenient, they can also serve as incredible distractions in a group setting. Thus, unless a student has a documented medical justification for using one in class, these devices will not be allowed to be on in this class or in the field.

Disabilities: A disability of any kind should not prevent anyone from successfully completing this course. However, I request that anyone with special needs contact me immediately. Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall, Room 4300, and can be contacted by phone at (760) 750-4905, or TDD (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

Suggestion: I strongly recommend, but do not require, that you form study groups to prepare for exams. The best method is to meet once a week for the whole semester and pool your resources to make sure each member has accurately covered the material. Students who use such a method have been shown to outperform those who do not.

THINGS I DON'T BELIEVE IN:

1. Absences
2. Habitual lateness (This will be subtracted from your grade in class participation.)
3. Handwritten assignments. All assignments must be typed with your name, date, course# & section, and professor's name in the upper right hand corner. Use no larger than 12-point font.
4. Late assignments. All assignments are due at the beginning of class.
5. Incomplete. I do not give "I"s except in the case of illness, and you will need to supply a doctor's excuse — absolutely no exceptions.
6. Makeup or early exams. **IDO NOT** give makeup or early exams except in the case of a serious medical emergency, and you will need to supply a doctor's excuse --- absolutely no exceptions.
7. Missing field trips. You must attend each field trip.
8. Leaving field trips early. You may not leave field trips early.
9. Typos. Proofread your work!
10. Bad grammar and punctuation. Please seek help from the writing lab. I will mark you down one whole grade for these types of errors.

Course Outline:

State = The State of Native Nations

Moodle Reader = various authors

RED INK = ON-SITE FIELD TRIPS TO THE AMERICAN INDIAN COMMUNITY

Week One — January 24

Course Introduction

Read, Deloria — “Custer Died For Your Sins”

What is a Tribe & Who is an Indian?

Week Two — January 31 (Reflection Paper Due)

Indian Peoples as Nations, Not Minorities

American Indian People & Land (Reader — Wilkins: 1–109 & State: 1–88)

Sovereignty & National Identity

Read, Deloria — “Custer Died for Your Sins”

Overview of Native Americans in the U.S.

Tribal Governments

Tribal, Federal & State Relations

Week Three — February 7

Historical Survey of Federal Indian Policy (Deloria — Reaction Paper Due)

Reader — Wilkins: 103–118 & State: 1–88
Removal, Relocations and Reservations
Allotment & Assimilation
New Deal Legislation: Reorganization & Self-Governance
Termination & Relocation
Indian Civil Rights
Indian Self-Determination

Week Four — February 14 San Pasqual (Kumeyaay Plants, Medicine & Food)

California Indians
Reader — Norton
Reader — Sparkman
Reader — Anderson
Text — Seaweed, Salmon, and Manzanita Cider

Week Five — February 21

Environmental Management by Native Californians
Reader — Eargle
Reader — Anderson
Text — Seaweed, Salmon, and Manzanita Cider

Week Six — February 28 Santa Ysabel (Stan Rodriguez — Kumeyaay Plants, Medicine & Food)

Native Lands & Natural Resources
Text — State: 95–106 & 159–172

Week Seven — March 7

Social Development (Health & Family)
Text — State: 219–271 & 351–366
Urban Indians
Text — Seaweed, Salmon, and Manzanita Cider

Week Eight — March 14 (Prickly Pear Harvest & Preparation)

Environment
Text — State: 177–196
Text — Seaweed, Salmon, and Manzanita Cider

Week Nine — March 21 SPRING BREAK

Week Ten — March 28

Midterm

Week Eleven — April 4 Rincon field trip

Culture & Religion
Text — State: 275–298
Film

Week Twelve — April 11 Native Health & Wellness Recipe Cards Due Today

Education
Text — State: 197–218

Week Thirteen — April 18

Economic Development
Text — State: 111–158
Film

Week Fourteen — April 25

Stereotypes, Arts, Images & Media

Text — State: 299–318

Film

Week Fifteen — May 2

Exam

Week Sixteen — May 9

In-class presentations

Week Seventeen — May 16

Final Exam — 1:45 p.m.–3:45 p.m.