

ORIGINATOR'S SECTION:

1. College: CoAS CoBA CoE Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2013

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
("generic" is a placeholder for topics)

4. Course abbreviation and Number: *OIS ~~SOC~~ 400

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)

CONTEMPORARY AMERICAN INDIAN HEALTH & WELLNESS

6. Abbreviated Title for Banner:
(no more than 25 characters, including spaces)

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 not count toward the 80-word limit.)

This course will examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic perspective. Current AIAN health status & health behaviors and maintenance of a healthy environment, and theories of health behavior change will be studied. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course. Historical and contemporary perspectives will be included. Ethical standards for tribally appropriate health related research and associated historic issues will be discussed. Local AIAN leaders prominent in these fields will be invited guest lecturers. Students will take Field trips to tribally owned/operated full-service community health clinics.

9. Why is this course being proposed?

This course will be a core course for the Native Studies Minor. This course will help the University fulfill its commitment to diversity. Students will have the ability to learn about critical issues via an authentic voice and Native American perspective. To promote understanding and appreciation of the health and wellness experience of AIAN groups in history, culture and contemporary society from their own perspective in addition to the mainstream health picture. This course will provide students with a basis to stimulate further research and investigation into the many areas of AIAN health with a public health perspective; and will encourage students to think about their current and future roles as citizens and their individual and collective responsibilities. This course will provide students with an overview and history of health, wellness and health disparities in Indian Country with an emphasis on contemporary issues. Expose students to trends and regional differences in morbidity and mortality in AIANs including an introduction to Epidemiology and associated methodology applied to measures of health status and health risk. Helps students to gain an in-depth understanding of specific risk factors for chronic and infectious disease and understand cultural influences on health behaviors including tobacco use, obesity, risky sexual behavior, stress, alcohol and drug abuse, and exposure to violence and youth suicide. As well as identify strategies to reduce AIAN health disparities at the personal and tribal community level. As well as examine the role of tribal sovereignty, Indian Health Service and contrast with AIAN health care in California.

10. Mode of Instruction*
(See pages 19-23 at <https://zeta.calstate.edu:8250/webdoc/TransactionDEDSction5.doc> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	03	LEC 03
Activity		
Lab		

11. Grading Method:*

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

Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 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? Yes No
 Faculty Credential Analyst Dean 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 Soc 400

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:* NATV 380-2/
SOC 489-6

20. How often will this course be offered once established?* 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:
 Course would fulfill elective requirements for Soc, Crim and Justice Studies majors. This course is a core course for the Native Studies minor and could serve as an elective for Ethnic Studies, Kinesiology and Nursing.

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. See attached emails

Sociology Discipline	<u>Sharon Elise</u> Signature	<u>10/9/12</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Ethnic Studies Discipline	<u>Karen Glover</u> Signature	<u>9/13/12</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Nursing Discipline	<u>Denise Foxen</u> Signature	<u>9/6/12</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Kinesology Discipline	<u>Kara Witake</u> Signature	<u>9/12/12</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

Anth - no response 4-10-13

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

<p>Joely Proudfit 1. Originator (please print or type name) _____ Date _____</p> <p>Joely Proudfit 2. Program Director/Chair <u>Joely Proudfit</u> <u>10/19/12</u> Date _____</p>	<p>5. UCC Committee Chair _____ Date _____</p> <p>6. Vice President for Academic Affairs (or Designee) _____ Date _____</p>
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* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

3. College Curriculum Committee

11/29/12

Date

[Handwritten Signature]

4-9-13

4. College Dean (or Designee)

Date

7. President (or Designee)

Date

RECEIVED
AUG - 5 2015
BY: _____

400 400

NATV XXX/SOC XXX CONTEMPORARY AMERICAN INDIAN HEALTH and WELLNESS
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Professor: DEBORAH J. MORTON, PhD, MA
 Office:
 Office#:
 Office Hrs:
 Email: deb.don@cox.net; dmorton@csusm.edu

Semester: Spring 2013
 Monday:
 Meeting Room: SBSB

Please turn off all electronic equipment before entering the classroom.

Course Description

This course will examine American Indian/Alaskan Native (AIAN) health and wellness from a contemporary public and community health/epidemiologic perspective. Current AIAN health status, health behaviors related to physical, behavioral, emotional and sexual health, maintenance of a healthy environment, and theories of health behavior change will be studied. Tribal sovereignty and connectedness related to personal/community health and health care access will be evident throughout all aspects of the course.

Epidemiologic methods and measures used in current public and community health status assessment, prevention and intervention programs will provide course framework and structure. Various AIAN health care delivery systems including Indian Health Service and tribal compacting/contracting of care will be explored. Historical and contemporary perspectives will be included. Ethical standards for tribally appropriate health related research and associated historic issues will be discussed.

The course will profile contemporary careers in public health, medicine, nursing, health care, health care access and health policy for tribal community members. Local AIAN leaders prominent in these fields will be invited guest lecturers to present information regarding health career qualifications, experiences and opportunities. Field trips to two Southern California tribally owned/operated full-service community health clinics will provide contemporary tribal context.

Course Objectives/Learning Outcomes

At the end of the semester, each student will be able to:

1. Understand an overview and history of health, wellness and health disparities in Indian Country with an emphasis on contemporary issues.
2. Examine trends and regional differences in morbidity and mortality in AIANs including an introduction to Epidemiology and associated methodology applied to measures of health status and health risk.
3. Gain an in-depth understanding of cardiovascular disease and diabetes, their complications, preventive measures and standards of care specific to AIAN culture.
4. Identify AIAN specific risk factors for chronic and infectious disease and understand cultural influences on health behaviors including tobacco use, obesity, risky sexual behavior, stress, alcohol and drug abuse, and exposure to violence and youth suicide.

5. Profile the impact of AIAN health promotion and wellness programs in Indian Country, with an introduction to the ethics of health research.
6. Identify strategies to reduce AIAN health disparities at the personal and tribal community level.
7. Explore two main theories of health behavior and their application to health research, prevention and intervention programs.
8. Understand the U.S. Public Health Service/Indian Health Service and the Centers for Disease Control (CDC) and how they protect and provide surveillance for the health of the U.S. including an introduction to Healthy People 2020.
9. Understand the role of Indian Health Service and contrast with AIAN health care in California.
10. Gain a better understanding of career opportunities in medicine, nursing, public health, health care, health research and other allied health care opportunities for AIANs.

Course Philosophy

To promote understanding and appreciation of the health and wellness experience of AIAN groups in history, culture and contemporary society from their own perspective in addition to the mainstream health picture. This course will provide students with a basis to stimulate further research and investigation into the many areas of AIAN health with a public health perspective; and will encourage students to think about their current and future roles as citizens and their individual and collective responsibilities.

Course emphasis is on participation and cooperative learning. The syllabus serves as a guide to the only 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.

Course focus will include critical analysis skills applied to a) understanding AIAN health status, conditions, research, policy and practice, b) evaluation and synthesis of health research literature with an emphasis on peer-reviewed journal articles and c) improving research and writing skills.

REQUIREMENTS

1. Read all the assignments. Bring at least three discussion issues to each class. This class is both lecture and discussion-oriented and everyone must participate. We will have guest speakers and your attendance is mandatory. For participation credit, you must attend class and participate in class discussions as well as share current health news. You also must be on time and stay for the entire class period.
2. Write one 10 paged typed Research Paper on an AIAN health issue incorporating at least one of the topics covered in class. Topics may focus on any specific disease, health condition or disease risk factor from any kind of exposure or any area of public health. Examples include (but not limited to) epidemiology, environmental or occupational health, maternal and child health, medicine, nursing, behavioral or mental health and substance abuse. You must have a minimum of five peer-reviewed recently published journal articles as sources for your paper.

Biographies are acceptable as long as the majority of the paper deals with how the person was or is currently involved in public health/medicine focused on AIAN tribal people.

3. Write one three page typed Book Review. The book cannot be one of the required readings and content must be concerned with AIAN health issues.
4. Orally present peer-reviewed journal articles with a team in class as assigned.
5. Write a weekly one page summary of what you read for that class period. Include what surprised you, what you would like to investigate further, your personal knowledge about the topic and suggestions.

*****Assignments are due at the beginning of each class or as stated on Cougar Courses. For each day the assignment is late, the grade is lowered one letter.**

GRADING

The final grade will be based on the following distribution:

Research Paper	30%
Research Paper Presentation	20%
Journal Article Presentations	20%
Participation/Class Discussion	15%
Book Review	5%
Weekly Summaries	5%
Field Trip	5%

REQUIRED READINGS

Books

- Deloria, V Jr. (2006) *The World We Used to Live In*. Golden, Co; Fulcrum Publishing.
- Dixon M, Roubideaux Y (eds.) (2001) *Promises To Keep*. Washington DC: American Public Health Association. (Chapters 1, 2, 5, 7-11).
- Trafzer C, Weiner D (eds.) (2001) *Medicine Ways: Disease, Health and Survival Among Native Americans*, Walnut Creek: AltaMira Press, A Division of Rowman and Littlefield Publishers, Inc. (Chapters 3, 4, 6, 11, 12)

Journal Articles/Book Chapters

- Albright K, LaFromboise TD (2010) Hopelessness Among White- and Indian-Identified American Indian Adolescents. *Cultural Diversity and Ethnic Minority Psychology* 16:437-442.
- Hodge FS, Weinmann S, Roubideaux Y (2000). Recruitment of American Indians and Alaska Natives Into Clinical Trials. *Annals of Epidemiology* 10:S41-S48.
- James C, Schwartz K, Berndt J (2009). A Profile of American Indian and Alaska Native and Their Health Coverage. *Race, Ethnicity and Health Care: Issue Brief*: 1-12. The Henry J Kaiser Family Foundation.

- Jiang L, Beals J, Whitesell NR, Roubideaux Y, Manson SM, The AI-SUPPERPPF Team (2009). Health-related Quality of Life and Help Seeking Among American Indians with Diabetes and Hypertension. *Quality of Life Research* 18:709-718.
- Johansson P, Jacobsen C, Buchwald D (2006) Perceived Discrimination in Health Care Among American Indians/Alaskan Natives, *Ethnicity and Disease* 16:766-771.
- Morton DJ**, Garrett MD, Reid J, Wingard DL (2009). Letter to the Editor. *Amer J Pub Health*, 99(1):5.
- Morton DJ**, Garrett MD, Reid J, Wingard DL (2008). Current Smoking and Type 2 Diabetes in Selected Indian Health Service Clinics 1998-2003. *Amer J Pub Health*, 98:560-565.
- O'Connell JM, Wilson C, Manson SP, Acton KJ (2012). The Costs of Treating American Indian Adults with Diabetes within Indian Health Service. *Amer J of Pub Health* 102:301-308.
- Pearson JD (2003). Lewis and Clark and the Politics of Disease: The Indian Vaccination Act of 1832. *Wicazo Sa Review* 18:9-35.
- Reid JL, **Morton DJ**, Wingard DL, Garrett MD, von Muhlen D, Slymen D, Field M. (2010) Sex and Age Differences in the Association of Obesity and Smoking with Hypertension and Type 2 Diabetes in Southern California American Indians, 2002-2006, *Ethnicity and Disease* 20:232-238.
- Reid JL, **Morton DJ**, Wingard DL, Garrett MD, von Muhlen D, Slymen D, Field M. (2010) Obesity and Other Cardiovascular Disease Risk Factors and Their Association with Osteoarthritis in Southern California American Indians, 2002-2006, *Ethnicity and Disease* 20:416-422.
- Schweigman K, Soto C, Wright S, Unger J (2011). The Relevance of Cultural Activities in Ethnic Identity Among California Native American Youth. *Journal of Psychoactive Drugs* 43:342-348.
- Simonds VW, Christopher S, Sequist TD, Colditz G (2011). Exploring Patient-Provider Interactions in a Native American Community, *Journal of Health Care for the Poor and Underserved* 22:836-852.
- Snipp CM "An Overview of Indian Populations" (2007). In *American Indian Nations: yesterday, today and tomorrow*, ed. George Horse Capture et al., Chapter 6 pp.38-48, Lanham: Altamira Press.
- Snipp CM "American Indians" (2006). In *Historical Statistics of the United States: earliest times to the present*, ed. Susan B. Carter, et al., Millennial Edition, Volume One, Part A, Population, Chapter Ag 715-766. Cambridge: Cambridge University Press.
- Wolfe B, Jakubowski, Haveman R, Courey M (2012). The Income and Health Effects of Tribal Casino Gaming on American Indians. *Demography* 49:499-524.

Government Publications

- U.S. Department of Health and Human Services, Indian Health Service (2010), *Life Expectancy AIANs: Data Years 2003-2005*, Washington: Government Printing Office, October.
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) (2010), *To Live To See The Great Day That Dawns: Preventing Suicide by AIAN Youth and Young Adults*, Government Printing Office.
- U.S. Department of Health and Human Services, Indian Health Service (2009), *Trends in Indian Health, 2003-2003 Edition*, Washington: Government Printing Office, October.

U.S. Department of Health and Human Services, Indian Health Service (2008), *Regional Differences in Indian Health, 2002-2003 Edition*, Washing: Government Printing Office, March.

Reading & Writing

Regular reading of Health Sections in newspapers such as the New York Times and Los Angeles Times, watching CSPAN, listening to NPR (National Public Radio) and reading weekly or monthly health reports from the CDC, WHO, NIH, and Indian Health Service is expected. Sharing “Health News” in class will be part of your grade for participation. Additional readings and media materials may be assigned and the syllabus may be updated regularly with new journal articles.

All assignments must be typed with your name, date, course # and section, assignment title and professor's name on the Title Page. Use no larger than 12-point font. *All assignments are due on time.*

You must carefully PROOFREAD your papers before submission. If your papers have errors which could be simply fixed by proofreading, you will lose points.

Participation & Attendance

Students are expected to attend all class meetings and be prepared to participate and discuss the subject material. It is important you attend class and be **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 and participate in the field trip. It is essential you attend class regularly.

Occasionally during the semester you will be asked to write a formal response to a question or issue chosen by the professor. The response need not be long (about a half to one page typed) but it should be reflective of the material read and discussed in class and your comprehension of the material and various issues. These papers will be graded as part of your participation grade and class assignments and used to generate discussion. The frequency in which these papers will be assigned will depend on how well you respond during discussion without them. Therefore, if you are adequately prepared to discuss relevant issues without them, this extra will not be assigned. Your attendance and participation in class discussions will be taken into consideration if your final average is on the margin.

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. *Unless a student has a documented medical justification for using a cell phone in class, these devices cannot be turned on in class or in the field.* You will need to supply a physician's written prescription for any exceptions.

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.

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.

Incomplete Grades

Incompletes or “I” letter grades will NOT be given except in the case of illness, and a physician’s written prescription will be required — no exceptions.

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENTS DUE
Week 1 & 2	Introductions, Assignments, Class Etiquette, AIAN Health Status and Health History.	
Week 3 & 4	Introduction to Epidemiology, Morbidity and Mortality Rates, and Measures of Health Status/Risk	
Weeks 5 & 6	AIAN Specific Risk Factors for Chronic and Infectious Diseases, AIAN Health Disparities	
Week 7 & 8	Diabetes and Cardiovascular Disease, Complications, Prevention and Cultural Standards of Care	
Week 9	AIAN Health Promotion and Wellness, Ethics of Health Research	
Week 10	Theories of Health Behavior (two only), Application to Risk Factors	
Week 11	AIAN Suicide, Youth Risky Behaviors	
Week 12	Understanding Indian Health Service, CDC, Surveillance, Health People 2020	
Week 13	Indian Health Service vs. California AIAN Healthcare	
Week 14	Field Trip – Local AIAN Health Clinic	
Week 15	Careers in Medicine, Nursing, Public Health and Allied Health Care Professionals, Begin Student Presentations	
Week 16	Student Presentations	

SOC

Joely Proudfit

From: Sharon Elise
Sent: Tuesday, October 09, 2012 2:23 PM
To: Joely Proudfit; Dawn Formo
Cc: Toni Shaffer; Yolanda Weedon
Subject: RE: Spring 2013

I am in full support. I believe that if the process is moving slowly we can just submit a T form now, isn't that correct Dawn?

Sharon

From: Joely Proudfit
Sent: Tuesday, October 09, 2012 11:33 AM
To: Joely Proudfit; Dawn Formo
Cc: Toni Shaffer; Yolanda Weedon; Sharon Elise; Joely Proudfit
Subject: RE: Spring 2013

Hello all,

Here are all the forms again. I have received email sign off from all interested parties for all three courses. Thank you. Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies
California State University San Marcos
California Indian Culture & Sovereignty Center
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
Office: 760-750-3535; Fax: (626) 351-1638
Web: <http://www.csusm.edu/air/index.html>

From: Joely Proudfit
Sent: Tuesday, October 09, 2012 11:21 AM
To: Dawn Formo
Cc: Toni Shaffer; Yolanda Weedon
Subject: FW: Spring 2013

Hi Dawn,

Do you know the status of the three new NATV/SOC studies I submitted CForms for last month? I am scheduled to teach "Imagining Indians," Monday 2:30 -5:15 in SBSB. I received the below email from Toni this morning and I am now a little nervous. Thank you. Joely

From: Joely Proudfit
Sent: Thursday, October 18, 2012 3:30 PM
To: Theresa Aitchison; Virginia Mann
Cc: Sharon Elise
Subject: RE: Keeping courses on the right track

Hello Theresa and Virginia,

Sharon agrees with Virginia's idea (good idea) of keeping the course numbers the same. See below.

Thank you.

Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies
California State University San Marcos
California Indian Culture & Sovereignty Center
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Office: 760-750-3535; Fax: (626) 351-1638
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From: Sharon Elise
Sent: Thursday, October 18, 2012 3:25 PM
To: Joely Proudfit
Subject: RE: Keeping courses on the right track

I like Virginia's idea of keeping the same numbers, that makes it easy to track.

You are amazing with the curricular development!

Sharon

From: Joely Proudfit
Sent: Thursday, October 18, 2012 11:33 AM
To: Sharon Elise
Subject: FW: Keeping courses on the right track

Hi Sharon,

Please let me know what course numbers you would like to cross list the below courses. I will follow your lead. This course proposal process has been very interesting this time around ;) Thank you. Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies
California State University San Marcos
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Office: 760-750-3535; Fax: (626) 351-1638
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From: Joely Proudfit
Sent: Thursday, October 18, 2012 10:39 AM
To: Theresa Aitchison
Cc: Sharon Elise
Subject: RE: Keeping courses on the right track

Hello,

I will stop by your office tomorrow to sign the forms and work with Sharon on assigning numbers for them for Soc portion. Thank you. Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies & Associate Professor of Sociology and Native Studies
California State University San Marcos
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From: Theresa Aitchison
Sent: Thursday, October 18, 2012 9:49 AM
To: Joely Proudfit
Subject: FW: Keeping courses on the right track

Hi Joely – Two things...First, in looking through the forms after you left, I noticed that your sig is on the GE form, but not the C form. Could you stop by my office sometime (no hurry) to put your sig on the C form? Second, could you work with Sharon to assign SOC course numbers to your courses? (Please see below for Virginia's suggestion.) Thanks for your help...Theresa

From: Virginia Mann
Sent: Wednesday, October 17, 2012 10:19 AM
To: Theresa Aitchison
Subject: RE: Keeping courses on the right track

Hi Theresa – see replies below.... Nice to see you too!

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CSU San Marcos
Tel: (760) 750-8887

From: Theresa Aitchison
Sent: Wednesday, October 17, 2012 9:47 AM
To: Virginia Mann
Subject: Keeping courses on the right track

Hi Virginia –

...

I received three C-forms from Native Studies for courses that will be cross-listed with SOC. Joely has chosen the following course numbers for the NATV side of the courses:

NATV 350 – Imagining Indians – American Indians, Mass Media, Film and Society

NATV 370 – American Indian Women and Activism

NATV 400 – Contemporary American Indian health and Wellness

These are all 3-unit upper division lecture courses. Will these numbers be appropriate for the courses? **The numbers are all available and are upper-division. It's really up to the dept. to figure out how they want to arrange their numbering – if they want to have any pattern for numbers and courses they develop.** Would you like Joely to work with Sharon Elise to pick out some numbers for the SOC x-listing, or will you take care of that when the courses arrive in your office? **I checked and amazingly all 3 numbers are also available in SOC – SOC 350, 370 and 400. So they can be cross-listed with the exact same numbers, which is ideal.**

Thanks for all your help. It was nice to see you yesterday...Theresa

Theresa Aitchison
College-wide Administrative Coordinator
College of Humanities, Arts, Behavioral & Social Sciences

aitchison@csusm.edu
P (760)750-4185 | F (760)750-3005 | www.csusm.edu/chabss

From: Joely Proudfit
Sent: Thursday, October 11, 2012 1:35 PM
To: Theresa Aitchison
Subject: FW: New Course Proposal - Native Studies -

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning

Director of Native Studies & Associate Professor of Sociology and Native Studies

California State University San Marcos
California Indian Culture & Sovereignty Center
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From: Kara Witzke
Sent: Wednesday, September 12, 2012 6:36 PM
To: Joely Proudfit
Subject: Re: New Course Proposal - Native Studies -

Looks like a great class Joely! I approve of the class and look forward to seeing it on the schedule. Is it a graduate class? The tricky part for our MPH students will be that they will be taking classes through Extended Learning and there is a rule that EL and stateside students cannot occupy seats in the same class. Something to keep in mind though as I think you have something very good here that WOULD be of interest to our MPH students. Might be a way to get them involved with you and your research as they will all have to complete either a project or thesis for their degree.

Kara

From: Joely Proudfit <jproudfi@csusm.edu>
Date: Wednesday, September 12, 2012 5:39 PM
To: Kara Witzke <kwitzke@csusm.edu>
Subject: New Course Proposal - Native Studies -

Hello,

I hope your semester is off to a great start. I do not believe we have met yet but I hear great things about your department.

We are restructuring the Native Studies minor. The Native Studies minor committee is proposing some new courses. The new courses will be cross-listed between Native Studies and Sociology.

We would like your consideration of including this course as an elective for your program. I understand you may be offering an MPH in the near future. I believe this course will be of interests to MPH students. When you have some time, I would like to invite you visit the California Indian Culture & Sovereignty Center. We are located on the first floor of SBSB, room 1118. We can schedule a time for a visit and I can introduce you to my colleague Dr. Deborah Morton and share with you some of our Center goals and plans that may be of interests to your program(s). I have also attached a copy of her CV for your review.

In the meantime, I would like your signature on the form indicating you acknowledge the impact on your discipline. An email response will suffice as a signature.

Contemporary American Indian Health & Wellness - The course will be taught once a year or more frequently if needed. Please see attached C-Form and course outline.

If you have any questions, please do not hesitate to contact me.

Thank you for your consideration and I look forward to offering this course in spring 2013.

Best,

Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning

Director of Native Studies

Associate Professor of Sociology and Native Studies
<http://www.csusm.edu/air/index.html>

From: Joely Proudfit
Sent: Thursday, October 11, 2012 1:34 PM
To: Theresa Aitchison
Subject: FW: Course Proposal

Importance: High

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning

Director of Native Studies & Associate Professor of Sociology and Native Studies

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Web: <http://www.csusm.edu/air/index.html>

From: Denise Boren
Sent: Thursday, September 06, 2012 6:57 AM
To: Joely Proudfit
Cc: deb.don@cox.net; maren.peterson@gmail.com
Subject: RE: Course Proposal

Good morning Joely;
I reviewed the syllabus for the new course "Contemporary American Indian Health and Wellness" and thought it was very good. It will certainly be a course that nursing students would take.

If you need anything else or would like to meet after 3 pm today, let me know.

Thank you.
Denise

Denise Boren, PhD, RN
Director, School of Nursing
College of Education, Health and Human Services
California State University San Marcos
Phone: (760) 750-7553
Fax: (760) 750-3646
Email: dboren@csusm.edu

From: Denise Boren
Sent: Thursday, September 06, 2012 1:14 AM

To: Joely Proudfit
Subject: Re: Course Proposal

I am so sorry that I have not gotten back to you on this, I have been swamped and was out of the country for a while. I have meetings until 3 pm, but I will look at the course tonight and email you by tomorrow.
Denise

Sent from my iPhone

On Sep 5, 2012, at 3:32 AM, "Joely Proudfit" <jproudfi@csusm.edu> wrote:

Hi Denise,

I hope your semester is off to a great start. I would like to speak with you about our propose "Contemporary American Indian Health and Wellness" course. Are you available on Thursday to meet to discuss?

I am meeting with my department chair on Thursday to submit three new courses and I hope to include this one.

Thank you. Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning
Director of Native Studies
Associate Professor of Sociology and Native Studies
<http://www.csusm.edu/air/index.html>

From: Joely Proudfit
Sent: Thursday, August 16, 2012 1:26 PM
To: Denise Boren
Subject: FW: Course Proposal

Hello Denise,

I know you are probably swamped with the fall semester fast approaching. I know I am.

I would like to get your feedback on the attached. I am hoping to send this forward with the other Native Studies courses I have developed asap.

If you have any questions, you can always call my cell 650-255-2860. It would be great to offer this course as soon as possible. Not sure if we could do something late fall through extended learning or winter session.

Thanks again for your support and consideration. I look forward to hearing from you.

Joely

From: Karen Glover
Sent: Thursday, September 13, 2012 8:54 AM
To: Joely Proudfit
Subject: Re: New Native Studies Courses - Need your signature

Hi Joely, these look great. Did you want them as Ethnic Studies courses?

Thanks.
ksg

From: Joely Proudfit <jproudfi@csusm.edu>
Date: Wednesday, September 12, 2012 5:05 PM
To: Sharon Elise <selise@csusm.edu>, Karen Glover <kglover@csusm.edu>
Subject: New Native Studies Courses - Need your signature

Hello,

I hope all is well with you and your semester is off to a great start.

We are restructuring the Native Studies minor. The Native Studies minor committee is proposing three new courses. The three courses will be cross-listed between Native Studies and Sociology.

The three new courses are:

1. **Imagining Indians: American Indian, Mass Media, Film and Society.** The course will be taught once a year. Please see attached C-Form and course outline.
2. **Contemporary American Indian Health & Wellness** - The course will be taught once a year or more frequently if needed. Please see attached C-Form and course outline.
3. **American Indian Women & Activism** - The course will be taught once a year. Please see attached C-Form and course outline.

We would like your consideration of including these courses as electives for your program. In addition, we would like your signature on the forms indicating you acknowledge the impact on your discipline. An email response will suffice as a signature.

If you have any questions, please do not hesitate to contact me.

Thank you for your consideration and I look forward to offering these courses in spring 2013.

Best,

Joely

Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center

Anth

Dawn Formo

From: Dawn Formo
Sent: Tuesday, April 09, 2013 8:50 AM
To: Bonnie Bade
Cc: Theresa Aitchison
Subject: FW: Cform New Course Proposal

Importance: High

Good Morning, Bonnie—

Have you responded to Joely's request to review the C and T forms for Contemporary American Indian Health and Wellness?

Thanks for letting me know. I can resend both forms if you need them. If you haven't responded yet, I do need a response immediately.

Thanks!
df

Dawn M. Formo, Ph.D.
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<http://www.writinginstructor.com>

From: Joely Proudfit
Sent: Monday, March 04, 2013 5:44 PM
To: Bonnie Bade
Cc: Dawn Formo
Subject: RE: Cform New Course Proposal

Hello –

Could you please respond to the below request by March 8th.

Thank you.

Joely

Joely Proudfit, Ph.D.
Director California Indian Culture & Sovereignty Center
Director of Native American Academic Strategic Planning
Associate Professor of Sociology and Native Studies



From: Joely Proudfit
Sent: Thursday, February 07, 2013 5:06 PM
To: Bonnie Bade
Subject: Cform New Course Proposal

Greetings –

I hope your semester is off to a great start.

Native Studies is proposing a new course, **Contemporary American Indian Health & Wellness**.

Native Studies would like your consideration of including this course as an elective for your medical anthropology program. In addition, we would like your signature on the form indicating you acknowledge the impact on your discipline. An email response will suffice as a signature.

Thank you for your consideration and we look forward to offering this course in 2013.

Best,

Joely
Joely Proudfit, Ph.D.
Director, California Indian Culture and Sovereignty Center
Director of Native American Academic Strategic Planning

Director of Native Studies & Associate Professor of Sociology and Native Studies

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