

Note to UCC:

The C form submitted for AIS/SOC 468/PSCI 418 should have actually been a C-2 form, but we will not ask the proposer to re-submit the correct form. SOC 468/PSCI 418 is an approved cross-listed 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 both Sociology and Political Science to cross-list SOC 468 and PSCI 418 with AIS 468. An email of support from SOC and PSCI is attached.

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 2014													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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:* AIS 468/SOC 468/PSCI 418														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Political and Economic Development														
6. Abbreviated Title for Banner: (no more than 25 characters, including spaces) AMER INDIAN POL & ECON DEV														
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.) Course surveys the historical, political and legal foundations of American Indian political and economic development in the United States. Course focuses on the cultural, political and legal dilemmas posed by tribal governments: how they maintain cultural legitimacy in the face of colonial cultural imposition, how they articulate retained rights in a system of shared sovereignty. Course also provides an analysis of the social, cultural, political, economic and legal impact of various economic development strategies including legalized gaming on Native American communities.														
9. Why is this course being proposed? This course has been previously approved via C form but a new form has been requested since we are tri-listing the course and the AIS prefix. This course is a required course for the American Indian 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 American Indian Studies, Sociology and Political Science. 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="width: 33%;">Type of Instruction</th> <th style="width: 33%;">Number of Credit Units</th> <th style="width: 33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>03</td> <td>LEC</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	LEC	Activity			Lab		
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Lecture	03	LEC												
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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														

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: x Yes No *ASI/PSCI/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:* PSCI 390-4/SOC 489-3

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:
 UEDGE – Social Science, Course would fulfill elective requirements for Soc, Crim and Justice Studies majors. This course is a core requirement for the American Indian 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.

Political Science Discipline	<i>see attached Enman</i>	<i>10/2/11</i>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		
Sociology Discipline	<i>see att.</i>	<i>8/7/15</i>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		
Ethnic Studies Discipline			<input type="checkbox"/> Support	<input type="checkbox"/> Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

Joely Proudfit *Joely Proudfit 10/2/11*
 1. Originator (please print or type name) Date

Joely Proudfit *Joely Proudfit 10/2/11*
 2. Program Director/Chair Date

Martin Stollathen 8/5/15
 3. College Curriculum Committee Date

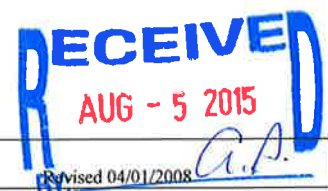
Martin Stollathen 8/5/15
 4. College Dean (or Designee) Date

(UNIVERSITY LEVEL)

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.

Virginia Mann

Subject: FW: Minor in American Indian Studies

From: Sharon Elise
Sent: Friday, August 07, 2015 11:49 AM
To: Virginia Mann <vmann@csusm.edu>; Martha Stoddard-Holmes <mstoddar@csusm.edu>
Cc: Joely Proudfit <jproudfi@csusm.edu>; Regina Eisenbach <regina@csusm.edu>; Angela Baggett <abaggett@csusm.edu>
Subject: Re: Minor in American Indian Studies

We support cross-listing SOC 468 with AIS 468 and PSCI 418.

Best,

Sharon

From: Virginia Mann <vmann@csusm.edu>
Date: Friday, August 7, 2015 at 10:28 AM
To: Martha Stoddard-Holmes <mstoddar@csusm.edu>, Sharon Elise <selise@csusm.edu>
Cc: Joely Proudfit <jproudfi@csusm.edu>, Regina Eisenbach <regina@csusm.edu>, Angela Baggett <abaggett@csusm.edu>
Subject: RE: Minor in American Indian Studies

Thanks Martha, for sending over the email from SOC supporting cross-listing SOC 348 with AIS 348. Sharon, if you wouldn't mind responding to the other two questions, we should be able to wrap this up:

Attached (to previous email) is a new course - AIS 101 - Intro to American Indian Studies. On page 2 SOC is listed as an impacted discipline but there is no signature yet, nor email specific to that course. Could you please confirm Sociology's support of this new course?

Finally, SOC 468/PSCI 418 (American Indian Political & Economic Development) is an existing course which carries DD credit. Would you please confirm if Sociology supports this course being cross-listed with AIS 468?

Thank you,
Virginia

PSCI support

From: Marisol Clark-Ibanez
To: Nicoleta Bateman; Theresa Aitchison
Subject: FW: C form submission cross-listing
Date: Thursday, October 20, 2011 3:16:27 PM

The forwarded approval from PoliSci.

From: Joely Proudfit <jproudfi@csusm.edu>
Date: Fri, 14 Oct 2011 13:21:33 -0700
To: Marisol Lara <mibanez@csusm.edu>
Subject: FW: C form submission cross-listing

Hello again,

Here is them email for political science. Thanks again. 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

From: Scott Greenwood
Sent: Sunday, October 02, 2011 11:36 AM
To: Joely Proudfit
Subject: Re: C form submission cross-listing

Dear Joely,

Thank you for sending me this update about your course, and thank you for your continued willingness to cross-list this course with PSCI. Since the focus of the course is on North America I would like to use the prefix number of 418 or 428 so as not to cause confusion in Academic Advising or among our students (our major has specific number ranges assigned to differ sub-fields). I'll be very happy to sign the C-form after you submit it next week.

Best Regards,

Scott Greenwood

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Associate Professor of Political Science and Global Studies
Chair, Department of Political Science
California State University San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096
Phone: 760-750-8050
Fax: 760-750-4111
<http://www.csusm.edu/politicalscience/>
<http://www.csusm.edu/globalstudies/>

On 9/30/11 12:11 PM, "Joely Proudfit" <jproudfi@csusm.edu> wrote:

Hello,

I am submitting Soc 489 Special Topics Course American Indian Political and Economic Development to be a permanent course via C form.

Currently we have been offering the course as a cross-listed course with PSCI 390.

I would like to continue to offer this course as a cross listed course with PSCI, if PSCI has no objections. The course will be submitted as Soc 468. I will need a prefix number to continue to cross-list with PSCI.

The course will be offered at least once a year and I am restructuring the Native Studies minor to include this course in the core requirement.

I am on maternity leave now but would like to submit these forms early next week to perhaps offer the course in Spring.

Should you have any questions, please do not hesitate to contact me. You can also reach me at home at 626.351.1628.

Thank you. Joely

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

**COURSE SYLLABUS FOR
AIS 468/SOC 468/PSCI 418/
AMERICAN INDIAN POLITICAL & ECONOMIC DEVELOPMENT**

Professor: Dr. Proudfit
Office: SBSB 2237
Office#: 760-750-4619
Office Hrs: XXX (or by appointment)

Semester: Fall 2015
Mon: 2:30 – 5:15 p.m.
Meeting Room: XXXX
Email: jproudfi@csusm.edu

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

“In political science we have largely left the study of native peoples and their political systems to sociologists and anthropologists and have, therefore, denied the role that indigenous people have played in the development of the American political system as well as the role they continue to play in the political and economic process of this country. This neglect has even led us to ignore the existence of tribal governments as autonomous entities in intergovernmental relationships within the American Political systems.” (Wilmer, Melody & Murdock, 1994)

Course Description:

This course surveys the historical, political and legal foundations of American Indian political and economic development in the United States with particular attention focused on California. Course will include an analysis of tribal governance, economic development, social, cultural, political socialization of American Indians. Particularly, the course will focus on the cultural and legal dilemmas posed by tribal governments: how they maintain cultural legitimacy in the face of colonial cultural imposition, how they articulate retained rights in a system of shared sovereignty, and the problems American Indians face in building stronger political systems in the struggle to maintain and retain sovereignty.

The course will examine the evolution of political and economic power or the lack thereof and its influence on tribal communities. This course will also provide an analysis of the social, cultural, political, economic, legal and regulatory impact of legalized gaming on American Indian communities. This course will also focus on the contemporary attitudes, opinions and issues about tribal gaming operations and infrastructure development brought about by gaming revenues.

This course examines the development challenges faced by contemporary Tribal nations. Utilizing numerous case studies and extensive research on what is working and what is not working to promote the social, political, cultural and economic strengthening of American Indian nations. Finally, we examine the current status of Indians who live on reservations, and consider some public policy options for improving living standards of the poorest Americans—Indians living on reservations.

Course Philosophy:

To provoke inquiry and assessment of the political and economic development and impacts upon American Indian communities; to provide students with a basis to stimulate further research and investigation into the areas of Indian policy, law, governance, sociology, economic development and politics; and finally to encourage students to think about their current and future roles as

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citizens and their individual and collective responsibilities.

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.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Analyze and interpret the diversity of social experience using a sociological perspective, especially as they relate to American Indians in the areas of race, class, gender, age, sexual preference, religion, and nationality.
2. Analyze the legal and historical foundations of American Indian political identity to understand contemporary issues in American Indian relations and communities.
3. Analyze American Indian epistemologies and other forms of knowledge to develop cross-cultural understanding.
4. Assess the merits of competing theoretical approaches to formulate empirically researchable questions about social and political life among American Indians.
5. Describe and evaluate the sociological and political science scholarship pertaining to American Indians.
6. Evaluate applicability of research strategies—quantitative and qualitative—to particular research questions, theoretical orientations, and social contexts of American Indian life, culture, and social world
7. Describe the ethical and social justice implications of sociological and political inquiry.
8. Apply sociological theory, empirical research, and experiential learning to communicate knowledge about American Indian sovereignty, political, and economic development to advocate for positive social change.

Attendance:

Throughout the course there will be a variety of Community Engagement Learning field trips. Your attendance and participation is mandatory. It is important that you attend class and **on time**. Attendance is necessary for an understanding of current discussion topics and reading assignments. 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.

Required Materials:

American Indian Politics and the American Political System

David Wilkins and Heidi Kiiwetinepinesiik Stark

Rowman & Littlefield Publishers

ISBN-10: 0742553469

2010 3rd edition

Reservation "Capitalism": Economic Development in Indian Country

Robert J. Miller

Praeger

ISBN-10: 1440801118

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Course Reader: Available on Cougar Courses – this reader will be regularly updated. I will also send you links to on-line articles you will be expected to read throughout the semester.

**Regular reading of newspapers such as New York Times, LA Times, watching news on TV, listening to NPR (National Public Radio) and reading weekly or monthly news magazines such as Newsweek, Time, U.S. News and World Report is required. Additional readings may be assigned.*

Grading Policy:

Midterm	100 points
Final	100 points
Participation	25 points
Think Pieces & Field Notes	50 points
Political & Economic Development Plan	100 points

ALL FIELDTRIPS SCHEDULED DURING CLASS TIME ARE MANDATORY.

Examination & Assignments:

There will be 1) a midterm exam 2) journal field notes & discussion and 3) CSL Presentation/Project

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. Most importantly, you are expected to attend all class field trips. ***ALL FIELDTRIPS SCHEDULED DURING CLASS TIME ARE MANDATORY.***

Community Service Learning:

Participation in community service via a University-sanctioned program may be used in lieu of participation in the Group Project. Detailed requirements for CSL will be distributed to individuals separately.

Late Assignments:

Late assignments are NOT acceptable. Late assignments will be penalized by one whole grade.

Academic Integrity:

Please refer to the University Student Academic Honesty Policy
http://www.csusm.edu/policies/active/documents/academic_honesty.html

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 reasonable 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 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Please Avoid:

- Frequent absences
- Being habitually late to class (this will be subtracted from your grade in class participation)
- Handwritten Assignments. All assignments must be typed with your name, date, course# & Section, and professor's name in the upper right hand corner. No larger than a 12 point font.
- Late Assignments. All assignments are due at the beginning of class.

Consider a Minor in American Indian Studies:

American Indian Studies is a research-based interactive program grounded in culture-based higher learning. The American Indian Minor offers students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond. There are 18 federally recognized American Indian reservations in San Diego County, more than 35 American Indian reservations in the region, and 110 federally recognized tribes in the state of California. CSUSM is ideally situated to serve the needs of tribal nations in our state. This base of knowledge draws upon multiple areas related to the history and current state of American Indians in the United States and includes courses in the Social Sciences, Arts and Education, Sciences, Health, Tribal Law, Political Science and Business.

Are you interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other socially engaged careers? American Indian Studies is an interdisciplinary field of study that allows students to critically examine the complex dynamics of a variety of issues in and tribal nations in the United States. It is especially committed to developing critical thinking skills and compassionate social engagement. I encourage you to explore the possibilities of career development and ongoing community service after graduation by pursuing employment in the American Indian community. Your American Indian Studies minor degree can be an advantage, especially after completing this course, in your future career. For more information, please contact me throughout the semester to discuss your academic goals. You can also look for current employment at NativeHire.org or IndianCountryToday.

Course Outline & Field Trips:**Week One – Aug 27**

Course Introduction

- Overview of Native Americans in the U.S.(Wilkins xvii - 33)
 - What is a Tribe & Who is an Indian?
 - The Politics of Identity “I think therefore I am”

Week Two – Sept 3/Labor Day No Class**Week Three – Sept 10**

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American Indian People & Land (Wilkins: 1-51 & 121-133)

- Discovery or Conquest?
- Treaty Making Era
- Marshall Trilogy
- Trust Responsibility
- Sovereignty & National Identity
- Federal Responsibility
- The Constitution and the American Indian

Week Four – Sept 17

Actors in American Indian Politics (Wilkins: 83-133)

- Congress
- Executive Branch
- Courts
- Bureau of Indian Affairs

Week Five – Sept 24

Historical Survey of Federal Indian Policy (Wilkins: 121-133 & Miller 25-47)

- Removal, Relocations and Reservations
- Allotment & Assimilation
- New Deal Legislation: Reorganization & Self-Governance
- Termination & Relocation
- Indian Civil Rights
- Indian Self-Determination

Week Six – Oct 1

Tribal Governments (Wilkins: Wilkins 51-118 & Miller 93 -111)

- Past, Present & Future
- Tribal Constitutions, Courts and Councils
- Public Law 280
- States vs. Tribes
- Criminal Law and American Indians

Week Seven – Oct 8

Tribal Nations & Tribal Economies (Wilkins 135-141, 152-164, Miller 49-70)

- Indian Underdevelopment
- Land Development Issues
- Agriculture & Natural Resources

Week Eight – Oct 15

Tribal Nations & Tribal Economies (Wilkins 135-141, 152-164, Miller 49-70)

- Indian Underdevelopment
- Land Development Issues
- Agriculture & Natural Resources

Week Nine – Oct 22

Midterm

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Week Ten – Oct 29

Law and Politics of Indian Gaming (Wilkins 141-152 & Miller 71 -92)

- Traditional Tribal Games
- Modern Indian Gaming
- California v. Cabazon
- Indian Gaming and Regulatory Act (IGRA) of 1988
- Indian Tribes, Indian Lands, Newly Acquired Lands

Week Eleven – Nov 5

Impact of Gaming on Tribal Communities/California (Cougar Courses Reader)

- Gaming Revenue (Restrictions, Taxation, Per Capita)
- Social and Cultural Values
- Economic Considerations
- Development of community infrastructure
- Distribution of income
- Political Considerations
- Ecological Considerations

Week Twelve – Nov 12 VETERANS DAY OBSERVE CAMPUS CLOSED

Week Thirteen – Nov 19 –

Economic Development & Tribal Governments (Miller, 93 – 135)

American Indian Entrepreneurship (Miller 113-165)

- Unique Challenges for American Indian Entrepreneurs
- Cultural & Social Issues (Capital, Poverty, Education, Health)

Creating Reservation Economies (Miller 135-164)

- Keeping Politics out of Business
- The Keys to Tribal Economic Success
- Potential Strategies

Week Fourteen – Nov 26

American Indian Political Participation and Interest Group Activism (Wilkins: 135-165, 165-228)

Week Fifteen – Dec 3

American Indians and the American Political & Economic Systems – What's next? (Wilkins 229-239 & Miller 157-164)

- Subsequent legal developments
- Self Sufficiency is Self Determination
- Political Issues and Political Outcomes
- Beyond Gaming - Economic Development & Diversification

Week Sixteen – Dec 10 4:00 – 6:00PM (Final Projects Due)

Presentations Due

Final Project Assignment - American Indian Political and Sustainable Economic

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Development Plan

Until recently, economic development in Indian country was largely dictated by federal funding initiatives that lacked long-term vision and tribal appropriateness. When tribal governments began exercising their jurisdiction over gaming activities and developing the appropriate governmental institutions to do so, Indian gaming quickly became an economic development engine, earning some tribal governments nearly 27 billion dollars.

The purpose of this assignment is to help identify and implement creative tribal-based solutions to economic development. In developing your plans, you will uncover and describe the practical political, legal, economic, structural and cultural issues faced by tribes when trying to develop their economies. Additionally, you will discuss how these tribal initiatives can conflict with federal case law, state jurisdiction and federal policies toward tribal economic development.

Assignment:

Develop a sustainable economic development business plan for your tribal nation. This economic strategy/business plan CANNOT involve gaming. You must submit a PowerPoint presentation of your plan and 3 to 5 page write-up (not including references, graphs, budget and citations). Your business plan should address the below issues and parameters. You must include a budget and answer how you would fund your plan, how you would sustain your plan and why this is a good plan for the tribal nation. You may work in groups (no larger than four people per group). *You will evaluate your peers in the group so should someone slack off, their glad will reflect that based on peer evaluations.* You will present your power point to the class and invited guests on the final day of class and your group will have 15 minutes.

Your economic development strategy must take into account the following:

1. Must be sustainable
2. Cannot be insensitive to the tribal culture
3. Must consider minimal impact to the ecology
4. Must provide some employment opportunities for tribal members

The parameters of your tribes are as follows:

1. Tribe is approximately 1,000 acres
2. 300 members of tribal nation (1/3 resides on reservation, 1/2 below age of 18, majority of adults have a 10th-grade education)
3. Located in a dry, arid environment
4. Little access to water and electricity
5. Major highway is 20 miles away
6. Large standing political feuds on the reservation (politics, issues of transparency, jealousy, etc...)
7. Tribal nation has no financial capital or collateral - Indian people face major problems in securing private loans to start business because they have almost no access to the three primary means that Americans use to finance new business. Americans obtain the average start up business loan in one of three ways: a mortgage on their home accumulated family wealth, or an unsecured loan. Unsecured loans are also often called signatures loans, because the only thing the borrower puts up to guarantee repayment of

the loan is his or her signature. In essence, they are borrowing the money based on their promise to repay the guarantee of their credit history.