

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>Students will analyze and be exposed to several sociological theories in this course, ranging from the intimate family to the hostile mob, from crime to religion, from race and social class to the shared beliefs of a common culture, and from work to sports. Political science theories will also be analyzed in this course (i.e., the theory, organization, functions, and processes of domestic and international systems and institutions of politics and government, including the role of individual and group relations). Students will critically apply these theories to analyze and articulate a critically informed response about fundamental issues involved in American Indian Studies, will utilize experiential learning and community service learning to apply American Indian Studies concepts to real world settings, and understand the importance of community- and place-based research as it is used to develop critical thinking and critical discussions pertaining to American Indians.</p>	<p>Students will complete weekly reports, exams in class, presentations, and formal response papers to posed questions. Reading synopses and presentations are geared to assess students' ability to identify, analyze, and evaluate the values and experiences of others, and evaluate them in relation to class discussions and their own lived experiences. Students will also attend activities and cultural events such as dances, lectures, and community events that will provide them an opportunity to put into action the knowledge they acquire throughout the course.</p>
<p>D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.</p>	<p>Students will learn and understand the importance of American Indian voice, and in weeks 15 & 16 investigate American Indian gender and tribal representations, language arts and culture through various cultural lenses and institutions. Students will examine the institutional development, theoretical approaches and the interdisciplinary methodologies that have been used to understand American Indians. Though most of the study will focus on American Indian nations and peoples, the course also addresses issues confronting indigenous peoples in different parts of the world.</p>	<p>Students participate in student-led projects and in-class discussions, and complete homework assignments and exams. Students are also assigned to write a "synopsis" of the assigned reading in a given week, in response to a specific question such as: "In David Treuer's Everything You Wanted to Know About Indians But Were Afraid to Ask, what resonated or disconnected with your understanding about American Indian people or communities?"</p>

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<p>D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments</p>	<p>Students will understand both historical and contemporary issues challenging American Indian knowledge production through Part one of the course: students learn the nature of tribal nations, sovereignty and tribal governance historically and in contemporary contexts. In Part three, weeks 13 & 14, students examine the contributions and challenges of work in history, sciences, place and space that play a role in American Indian lives and welfare. Students are introduced to a variety of American Indian issues through a series of guest speakers and American Indian scholars, thereby exposing them to diverse American Indian perspectives and voices. The final part of the course explores the various ways that American Indian Studies and scholars have produced vibrant and meaningful knowledge.</p>	<p>Student presentations in class; formal response papers; Building upon class assignments, presentations and homework, students are required to step outside the boundaries of the classroom (through field trips, like attending AIAN cultural, social, or political events or through working on community engaged research activities like GIS projects) to engage the knowledge and the cultural competencies that will be effective for intergroup, intercultural exchanges. Students are educated in the meaning and importance of historical context to tribal activities, language differences and sensitivities, and tribal cultural communication</p>
<p>D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.</p>	<p>This course offers students an opportunity to engage and better understand the various methods, theoretical approaches, and issues in American Indian Studies. The course provides an engaging broad introduction to American Indian Studies as an intellectual discipline and an introduction to well-regarded professionals working in and with local tribal communities. Weeks 7 & 8 engage American Indian knowledge systems as a way to study social phenomena and community issues, and move on to study decolonizing methodologies and research in American Indian Studies as an academic discipline in weeks 11 & 12.</p>	<p>The readings assigned in the course introduce students to the historical, political, cultural, and aesthetic experiences of American Indian tribes. In the process of reading texts, writing synopses and reports, students examine and critically engage foundational knowledge and theoretical material that informs the history and progression of American Indian Studies as a distinct and interdisciplinary study.</p>

Professor: Dr. Proudfit Semester: Spring 2014
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Office Hrs: Monday 1:30 – 2:30, Tuesday 11:00 – 12:00 (or by appointment)
Please turn off or silence all electronic equipment before entering the classroom.

COURSE DESCRIPTION:

The course is designed to introduce students to American Indian Studies while also giving them the opportunity to engage and better understand the various methods, theoretical approaches, and issues in American Indian Studies. The course provides a broad introduction to American Indian Studies as an intellectual discipline and engaging actual people working with local tribal communities. You will examine the institutional development, theoretical approaches and the interdisciplinary methodology that have been used to understand American Indians. Though most of our study will focus on American Indian nations and peoples we will also encounter some of the issues confronting indigenous peoples in different parts of the world. You will be introduced to a variety of American Indian issues through a series of guest speakers and American Indian scholars. This will expose you to diverse American Indian perspectives and voices. The final part of this course, explores the various ways that American Indian Studies and scholars have produced vibrant and meaningful knowledge.

COURSE REQUIREMENTS:

Class attendance is required and each student is expected to come to class prepared, with required reading completed, and ready for class discussion. Discussion and engagement with the readings for this course is critical, questioning the readings is as important as gathering the information from them. Because of the potential controversial nature of the subject matter, it must be emphasized that we will treat each other, and our different perspectives, with respect. Together we will critically engage the required readings and contrast the concerns and emphases of American Indian scholars. This course will follow a seminar discussion format with weekly guest lectures and occasional film screenings. You will all need to be fully engaged with Cougar Courses for this class.

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. Please come to class prepared to participate actively.

LEARNING OUTCOMES:

AIS 101 fulfills the D7 Interdisciplinary Social Sciences credit requirement

This course aligns with the following General Education Program Learning Outcomes (GEPLOs):

2	Compare and contrast relationships
3	Communicate in writing
4	Communicate orally
5	Find, evaluate, and use authoritative and/or scholarly information

8	Describe the importance of diverse experiences
9	Apply knowledge from different discipline courses to new settings and complex problems

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

1. Utilize culturally competent methods of analysis, research, and community service learning in American Indian Studies.
2. Describe the interdisciplinary intellectual tradition that makes up American Indian Studies as a distinct field of study.
3. Analyze and articulate a critically informed response about the fundamental issues involved in American Indian Studies.
4. Recognize and articulate historical and contemporary issues challenging American Indian knowledge production.
5. Identify the role of race, class, and gender in American Indian Studies and between AIS and other ethnic groups in the US.
6. Articulate the importance of American Indian voice.
7. Define and analyze the process of decolonization.
8. Demonstrate critically informed cultural competency when dealing with AI people and culture.