

ais/soc 370

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number ais ³⁷⁰ XXX/SOCXXX ³⁷⁰

Course Title: American Indian Women & Activism

- This is a new course. A FORM C is being filed concurrently.
- o This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- o This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- o This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

yes no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

yes no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This course will examine the roles of activist American Indian women in politics, social work, academia, business, environmental and health issues. The class will compare and contrast the ideology of the predominantly white feminist movement with the goals and concerns of the "Red Power" movement and will emphasize American Indian socio-cultural values and concerns. 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. Understand and appreciate the roles of American Indian Women in history, culture, politics, arts, health and contemporary society from the perspective of American Indian women. The course will also profile prominent American Indian female activists, tribal leaders and writers, in addition to topics of serious concern to American Indian women: violence, racism, loss of culture and language, education, health care and other manifestations of continued colonization. While these elements of the course provide a valuable learning experience for non-majors, they also provide a solid foundation for Sociology and Criminology and Justice Studies majors who may wish to pursue further, more in depth course work in the areas of critical race studies or American Indian studies. This course will offer Political Science and Women Studies majors with the opportunity to examine American Indian Women Native perspective.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures	
Originator <u>Joely Froudfit</u>	Date <u>10/14/13</u>
Program Director <u>Shirlean Joely Froudfit</u>	Date <u>10/10/13</u>
General Education Coordinator _____	Date _____
General Education Committee Chair _____	Date _____



**FORM INSTRUCTIONS FOR UJGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

#4

Students from various majors will be introduced to this area of knowledge/discipline through a variety of articles, books, films and visiting experts. Since this course has no prerequisite, I will assess the students' knowledge of the subject area early on by offering an assessment assignment at the first class. The first two weeks of class lecture, students will be provided with some fundamental readings and films to put everyone on the same footing.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UJGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will help students understand and appreciate the roles of American Indian Women in history, culture, politics, arts, health and contemporary society from the perspective of American Indian women. This course will provide students with a basis to stimulate further research and investigation into the areas of American Indian; and finally to encourage students to think about their current and future roles as citizens and their individual and collective responsibilities. Students will learn:

1. to understand the diversity and complexity of American Indian women's lives;
2. to understand how the roles of American Indian women in their social, political, economic and religious tribal settings were disrupted by colonization;
3. to develop an appreciation of the contributions of Indian women to the survival of their tribes;
4. to explore and recognize stereotypes of Indian women.
5. to understand the development of modern roles of American Indian women as they relate to Non-Native women in contemporary society.
6. to explore the lives and ideologies of some of the many American Indian women activists.
7. to identify historical, cultural, political and significance of well known American Indian Women in the past and present.

The emphasis will be on learning how to apply a distinctively Native American and sociological perspective to both understanding and solving these problems.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

With the focus on American Indian women, race, ethnicity and gender are central themes of this course. The course will also profile prominent American Indian female activists, tribal leaders and writers, in addition to topics of serious concern to American Indian women: violence, racism, loss of culture and language, education, health care and other manifestations of continued colonization. This course will help students understand and appreciate the roles of American Indian Women in history, culture, politics, arts, health and contemporary society from the perspective of American Indian women. This course will provide students with a basis to stimulate further research and investigation into the areas of American Indian; and finally to encourage students to think about their current and future roles as citizens and their individual and collective responsibilities.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

This course will draw upon a number of allied fields to instill a Native Studies and sociological understanding of American Indian Women. Students will learn how historical, political, and cultural, and economic forces have intersected over time to impact American

Indian women. The course readings, films, guest lectures will provide an overview of contemporary experiences of American Indian women in the United States from an American Indian perspective. The course will also profile prominent American Indian female activists, tribal leaders and writers, in addition to topics of serious concern to American Indian women: violence, racism, loss of culture and language, education, health care and other manifestations of continued colonization

While these elements of the course provide a valuable learning experience for non-majors, they also provide a solid foundation for Sociology and Criminology and Justice Studies majors who may wish to pursue further, more in depth course work in the areas of critical race studies or American Indian studies. This course will offer Political Science students and Women Studies students an opportunity to examine American Indian/Alaskan Native (AIAN) women from a sociological and Native perspective.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

Students will demonstrate their mastery of UDGE learning objectives through a number of assignments that include the following:

1. Research paper on an AIAN women's issues incorporating at least one of the topics covered in class
2. Book Review
3. Write essays on readings, guest lectures, and media presentations
4. Participation in class and field trips

b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

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NATV XXX/SOC XXX
AMERICAN INDIAN WOMEN AND ACTIVISM

Professor: Dr. Proudfit
 Office: SBSB 2237
 Office#: 760-750-4619
 Office Hrs: Monday 1:30 – 2:30 (or by appointment)
 Email: jproudfi@csusm.edu

Semester: Spring 2013
 Monday: 2:30 – 5:15
 Meeting Room: SBSB

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

Course Description:

This course will examine the roles of American Indian women in politics, social work, academia, business, environmental, health issues, culture and community. The class will compare and contrast the ideology of the predominantly white feminist movement with the goals and concerns of the “Red Power” movement and will emphasize American Indian socio-cultural values and concerns from an American Indian perspective. Course readings, films, guest lectures will provide an overview of contemporary experiences of American Indian women in the United States from an American Indian perspective. The course will also profile prominent American Indian female activists, tribal leaders and writers, in addition to topics of serious concern to American Indian women: violence, racism, loss of culture and language, education, health care and other manifestations of continued colonization.

Course Objectives/Student Learning Outcomes:

1. to understand the diversity and complexity of American Indian women's lives;
2. to understand how the roles of American Indian women in their social, political, economic and religious tribal settings were disrupted by colonization;
3. to develop an appreciation of the contributions of Indian women to the survival of their tribes;
4. to explore and recognize stereotypes of Indian women.
5. to understand the development of modern roles of American Indian women as they relate to Non-Native women in contemporary society.
6. to explore the lives and ideologies of some of the many American Indian women activists.
7. to identify historical, cultural, political and significance of well known American Indian Women in the past and present.

Course Philosophy:

Understand and appreciate the roles of American Indian Women in history, culture, politics, arts, health and contemporary society from the perspective of American Indian women. This course will provide students with a basis to stimulate further research and investigation into the areas of American Indian; and finally to encourage students to think about their current and future roles as 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.

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.
2. Write one 10 pp. typed Term paper on an issue, or related issues, in American Indian studies that involves the activities of American Indian women. This can include reproductive rights, politics, environmental degradation, creation of shelters, recovery of agricultural techniques, academia, etc. Biographies are acceptable as long as the majority of the paper deals with how the woman (or women) deals with the issue.
3. Write one three page typed Book Review. The book cannot be one of the required readings.
4. Present a 10-15 minute overview of the book to the class.
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, etc. Put a heading on top of the page. Due at the beginning of class.
6. Community Service Learning project – we will work on a class project in collaboration with an American Indian organization, community or tribal nation.
7. I expect everyone to attend every class meeting. We will have several guest speakers throughout the semester. For participation credit, you must attend class and participate in class discussions. You also must be on time and stay for the entire class period.

*****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. Do not slide assignments under my door; they may be thrown away.**

GRADING:

The final grade will be based on the following distribution:

Participation:	20%
Term Paper:	30%
Book Review:	15%
Essays on readings:	20%
CSL/Activism Project	10%

REQUIRED READINGS:

Alderete, et al., *Daughters of Abya Yala: Native Women Regaining Control*
 Deer, et al, *Sharing Our Stories of Survival: Native Women Surviving Violence*
 Krause, et al., *Keeping the Campfires Going: Native Women's Activism in Urban Communities*
 Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*
 LaDuke, *All Our Relations; Native Struggles for Land and Life*
 Lawrence, et al., *Strong Women Stories: Native Vision & Community Survival*
 Mihesuah, *American Indian American Women*
 Moreton-Robinson, *Talkin' Up to the White Woman: Indigenous Women and Feminism*

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

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.

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, especially your participation on all field trips. It is essential that you attend class regularly.

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 on time! Absolutely no excuses.
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. **I DO 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 as indicated on the schedule
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:

Class 1: *Introduction, Assignments and Methods of Writing About American Indian Women*

Week 2: *American Indian Women: The First Feminists? & Cultural Differences*

Read: Mihesuah, ch. 12

Week 3: *Effects of Colonization on American Indian Women*

Read: Mihesuah, chaps. 6 and 7

Alderete, et al., *Daughters of Abya Yala: Native Women Regaining Control*

Week 4: *Stereotypes of American Indian Women and New Agers or, What We are Up Against*

Movie: White Shamanism

Week 5: *American Indian Women Artists*

Read: Mihesuah, chaps. 9, 10, 11

Week 6: *American Indian Women and Violence*

Week 7: *American Indian Women and Violence*

Week 8: *American Indian Women and the Environment*

Week 9: *American Indian Women, Food, Health and Medicine*

Week 10: *American Indian Women, Food, Health and Medicine*

Week 11: *American Indian Women, Poverty and Economics*

Read: LaDuke, *All Our Relations*

Week 12: *American Indian Women, Poverty and Economics*

Week 13: *American Indian Women in Politics*

Week 14: *American Indian Women in Politics*

Read: Haunani-Kay Trask, *From a Native Daughter: Colonialism and Sovereignty in Hawai'i*

Week 15: *American Indian Women Activists in Academia*

Read: Mihesuah, ch. 5

Selected works by Cook-Lynn, Wilson, Miller, Akers, etc.

Week 16: *Paper presentations*

Week 17: *Final Papers Due*