

**Pilot Proposal Template
Bachelor's Degree
American Indian Studies
California State University San Marcos**

1. Program Type

- a. State Support
- c. Delivery Type: Face to face
- d. Pilot Program—*The Bachelor of Arts in American Indian Studies is not already on campus*

2. Program Identification

a. *Campus*

California State University San Marcos

b. *Full and exact degree designation and title*

Bachelor of Arts in American Indian Studies

c. *Date the Board of Trustees approved adding this program projection to the campus Academic Plan.*

January 2016

d. *Term and academic year of intended implementation.*

Fall 2016

e. *Total number of units required for graduation.*

42 units are required to complete the major for graduation. The major will consist of 15 required lower division units, 21 upper -division required units, which include 3 units in internship/special projects; in addition students will select up to 6 units from upper division electives offered in other disciplines. The major will accept no more than 15 units transferrable from other college/university towards the major.

f. *Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program.*

The proposed major in American Indian Studies will be a Bachelor of Arts degree in to be housed in the College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS).

g. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Dr. Joely Proudfit, Associate Professor in Department of American Indian Studies

- h. *Statement from the appropriate campus authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.*

In Fall Semester 2014 Provost Oberem convened a campus-wide task force to research the feasibility of creating an American Indian Studies Department. The AIS Task Force conducted a thorough investigation into the matter by consulting with all faculty on campus through an open forum in support of or opposition to the creation of a new American Indian Studies Department. The committee also conducted a literature review of the field, researched the history and creation of similar programs in the region, the state, and the nation. In the end the Task Force concluded that an American Indian Studies Department was needed on campus and that a major in the field should also follow the department's formation. At the final Academic Senate meeting of the Spring Semester 2015 Provost Oberem accepted the Task Force's recommendation and announced the formation of the American Indian Studies Department. A record of these reports are in the Minutes from Academic Senate Meeting May 2015. He appointed Dr. Joely Proudfit as its inaugural chair and then asked her to complete a Strategic Planning session for the department shortly after her appointment.

Dr. Proudfit conducted the Strategic Planning process with the Provost's support in Fall Semester 2015 to develop a Department Vision, Mission Statement, and five-year plan that aligned with CSUSM's mission, values, and tribal initiative. Dr. Proudfit formed a Strategic Planning committee comprised of faculty and staff from CHABSS, CoED, COBA, and tribal community members. The committee met several times to develop the Strategic Plan. The major outcome from this process was an endorsement for the Major Proposal to be submitted for curricular review immediately as a Pilot Program. The overwhelming sentiment from the committee was that the Major in AIS was the only "missing" piece at university to fully implement its Tribal Initiative. Thus a draft proposal for a major was completed and submitted to Academic Programs in December 2015 and to CAPC in Spring Semester 2016.

The Major Proposal was sent to 11 affected programs in CHABSS for review. CAPC reviewed each of these responses with supportive departments signing off on the cover page. In addition to overwhelming campus support from CHABSS, the major proposal has been endorsed by the twelve tribal communities—comprised of tribal academic programs, tribal governments, inter-tribal/non-profit organizations, and tribal businesses—from the region, the state, and the nation. These letters of support are included in Appendix J.

- i. *Any other campus approval documents that may apply (e.g. curriculum committee approval).¹*

Forthcoming – pending reviews.

- j. *Please specify whether this program is subject to WASC Substantive Change review.²*

Not subject to WASC Substantive Change Review

¹ Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by Academic Programs as a response for this item.

² Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Associate Vice President Academic Programs.

- k. *Optional Proposed Classification of Instructional Programs (CIP) Code and CSU Degree Code.*

The CIP Code for American Indian/Native American Studies is 05.0202: A program that focuses on the history, sociology, politics, culture, and economics of one or more of the American Indian, Aleut, Inuit, Hawaiian and other native peoples of the Americas from earliest times until the present, with particular emphasis on U.S. and Canadian populations and their problems but including reference to Caribbean and Latin American native peoples.

3. Program Overview and Rationale

- a. *Rationale including a brief description of the program, its purpose, and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods.*

In 2005 President Karen Haynes started a Tribal Initiative at CSUSM. She began her work by creating a Native Advisory Council (NAC) comprised of faculty, staff, and, most importantly, representatives appointed by local tribal communities. The NAC is a broad-based tribal community council with a mission to “assist regional tribal communities in Indian country in articulating educational needs through advisement and regular meetings with CSUSM President and CSUSM Leadership.” The NAC works to increase educational, professional, and research opportunities while preserving cultural integrity of tribal communities and realizing individual and unique concerns. Working in partnership with the Tribal Liaison, NAC performs the following functions:

- Advises the President on University relations with AIAN
- Articulates the educational needs of the local California reservations and surrounding communities to the University
- Fosters collaboration between the University and AIAN community to achieve mutual goals
- Promotes and supports academic and professional access and success of AIAN students and employees at CSUSM.

In 2007, CSUSM hired the first full-time tribal liaison in the CSU system from a local tribal community. In 2008, Dr. Joely Proudfit joined CSUSM faculty in Sociology and Native Studies and was hired to take the leadership role in curriculum development and delivery for Native Studies and the leadership role in developing the California Indian Culture and Sovereignty Center (CICSC). The CICSC charter was approved in 2009 and the doors opened November 17, 2011. The CICSC has a mission to foster collaborative research and community service relationships between faculty, staff, and students at CSUSM and members of the local tribal communities.

Prior to the implementation and active support of the Tribal Initiative at CSUSM, the primary resources for American Indian and Alaska Native college students were housed at Palomar College. The close proximity of Palomar College to CSUSM makes it a natural and logical partner to establish a pipeline for recruitment of students to the AIS Major. Palomar’s American Indian Studies Department has a longstanding partnership with the American Indian Studies program at CSUSM since its inception—colleagues were consulted on the program’s design. This relationship is particularly valuable because, Palomar College has one of the oldest and longest running American Indian Studies departments in the nation with 21 full- and part-time faculty, with an average semester student course enrollment of 1, 200 in over 35 AIS courses. The consistent enrollment in these AIS courses demonstrates a high level of student interest in the subject matter in the region. In 2012, SB 1440, The Student Transfer Achievement Reform Act, was passed to create “transfer pathways from Community Colleges to California State Universities.”

SB 1440 therefore has created urgency for Palomar College's AIS program to create an alignment with a four-year degree-granting program for its students to facilitate transfer and transition from a 2-year program to a 4-year BA degree program. Due to the close proximity of Palomar College to CSUSM it is a logical and natural fit for community college students interested in AIS to finish their degrees at CSUSM in an AIS Major/Department. San Diego State University offers the only other AIS major in the region and all of their undergraduate degree programs have declared impaction.³

The American Indian Studies major at CSUSM will provide an interdisciplinary academic field of study of, intellectual engagement with, and a critical understanding of American Indian epistemologies, the formation of tribal sovereignty, the culture and identity of Tribal nations, communities, and peoples as distinct political and cultural groups in the Americas. American Indian Studies distinguishes itself from other "multicultural disciplines" because it prioritizes the examination of tribal worldviews, lived realities, and colonial experience as a *political not a racial group*; the major introduces students to important work in American Indian (de)colonization, political and economic development, arts and culture, tribal systems of knowledge, health and wellness, environment and resource management, cultural revitalization, political theory, activism, and nation building. American Indian Studies is a research-based, community-service, and experiential-learning degree program grounded in place-based higher learning. The American Indian Studies Major offers students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond.

CSUSM's mission states that the campus is committed to providing "a range of services that respond to the needs of a student body with diverse backgrounds." Furthermore, "As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state."⁴ CSUSM has set itself apart as a steward of American Indian higher education by investing in the only full-time Tribal Liaison in the CSU system and hiring a tenure-track American Indian faculty member from a local California Indian tribe with a proven track record of regional tribal community research and collaboration. The university's investment and resources to build and develop its relationship with tribal communities should naturally culminate in the institutionalization of the AIS major to sustain and broaden this work.

Outside of Oklahoma, California has the second highest number of people identifying as American Indian or Alaska Native. California ranked highest in the 2010 Census for all census respondents who identified as American Indian or Alaska Native alone or in combination with another race.⁵ Furthermore, San Diego County is home to more federally recognized American Indian tribes than any other county in the contiguous United States. Tribal government gaming and other economic enterprises combined are the fourth largest employer in San Diego County with more than 11,000 employees working in mostly rural and suburban sectors of the community.⁶ The creation of an American Indian Studies Major at Cal State San Marcos will provide entrée for CSUSM students into a dynamic, vibrant, and growing industry working for tribal governments, businesses, health care facilities, schools, and nonprofit organizations.

b. *Proposed catalog description, including program description, degree requirements, and admission requirements.*

³ Source: California legislators passed the Associates Degree for Transfer Bill in September 2010. This legislation allows California Community Colleges and the CSUs to collaborate and provide a bridge between Associates in Arts and Associates in Science degree programs that lead to a four year BA/BS. Source: <http://sb1440.org/> (accessed on March 18, 2015). Palomar College's AIS program does not currently have a formalized agreement and link to CSUSM Native Studies program because it does not have a major to offer students seeking a four-year degree. CSUSM AIS major would be an appealing alternative for Palomar College AIS students seeking a four year degree because we are not impacted like SDSU, see CSU Impaction Matrix: <http://www.calstate.edu/sas/onestopkiosk/>.

⁴ Source: http://www.csusm.edu/wasc/csusm_mission.html (Accessed on 18 March 2015).

⁵ <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>; page 6 (Accessed on 16 January 2015).

⁶ <http://m.utsandiego.com/news/2013/apr/27/casino-gambling-vegas-sandiego-tribal/> (Accessed on 27 April 2013).

American Indian Studies
Office: SBSB 1118
Telephone: (760) 750-3535

Department Chair:
Dr. Joely Proudfit

Faculty
Dr. Joely Proudfit

Programs Offered
Bachelor of Arts in American Indian Studies

Mission Statement
The Mission of the American Indian Studies Department is to provide students with a research, community- and place-based program of study through an integrated approach to understanding tribal knowledge about the diverse history, government-to-government relationship, community, culture, and social needs of American Indians in California and the U.S. With the goal of working effectively with and for tribal communities as they interface with non-Indian communities to exercise tribal sovereignty.

Program Offered: Major
The Major in American Indian Studies provides a critical academic field of study, intellectual engagement with, and place-based understanding of American Indian epistemologies. Which includes the formation of tribal sovereignty, the culture and identity of Tribal nations, communities, and peoples as distinct political and cultural groups in the Americas. Graduates will gain both knowledge about and experience working with American Indians. Graduates will attain a critical understanding of the distinct legal and political status of American Indians. Graduates will be prepared to work with a politically distinct segment of the population in a variety of fields, such as health care, education, business, non-profit public service organizations, and government. The capstone courses for the Major provide a rigorous option for students to demonstrate their applied knowledge through experiential learning and community engagement.

Admission Requirements
The Bachelor of Arts in American Indian Studies follows the standard undergraduate admission and transfer policies outlined in the university's catalog.

Degree Requirements
Students must have Junior standing prior to enrolling in the upper-division core courses. Students may transfer up to 15 units of lower division courses toward the Major from other campuses. Students must complete all required courses (lower and upper division), community engagement, and internship with a 3.0 GPA and a grade "C" (2.0) or better. A minimum of twenty-seven (27) units of upper division credits must be earned at CSUSM. Capstone coursework in the major culminates in a series of 400-level courses that includes an internship, community engagement experience, and/or a specialized research project.

Graduation Requirements

Bachelor of Arts in American Indian Studies

	<u>Number of Units</u>
General Education	51
Lower Division Requirements	15
Upper Division Core Requirements (Includes Capstone Course, AIS 498)	22
<u>Upper Division Electives</u>	<u>9</u>

Students must take a sufficient number of elective units to bring the total number of units to a minimum of 120

Lower Division Requirements

Select 3 of the following courses: _____ 15

AIS 101

AIS 150

AIS 220

AIS 230

AIS 240

AIS 280

AIS 290

Total Lower-Division Units **22**

Upper Division Courses

AIS 348 _____ 3

AIS 350 _____ 3

AIS 400 _____ 3

AIS 468 _____ 3

AIS 490 _____ 4

AIS 498 _____ 3

Select 1 of the following courses: _____ 3

AIS 370

AIS 440

Upper Division Electives

Select 3 of the following courses: _____ 9

AIS 370

AIS 390

AIS 440

LTWR 345

VSAR 440

Total Upper-Division Units **31**

4. Curriculum

a. These program proposal elements are required:

- Institutional learning outcomes (ILOs) ⁷
- Program learning outcomes (PLOs) ⁷
- Student learning outcomes (SLOs) ⁷

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) student learning. Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as program graduates. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved. ⁷

Program Goals

The program goals for the Bachelor of Arts degree in American Indian Studies are articulated as Program Values, and are based on the institution's Undergraduate Learning Outcomes (ULOs—see Appendix F), provided below. Both, the ILOs and the program's Core Values were used as guides to inform the creation of the Program Student Learning Outcomes (PSLOs) for the major.

Undergraduate Learning Outcomes (ULOs)

Students graduating with a Bachelor's degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

- 1) Knowledgeable in their field of study. Students will be able to:
 - a. Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work
- 2) Comprehensive and critical thinkers. Students will be able to:
 - a. Identify key concepts and develop a foundation for future inquiry
 - b. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
 - c. Construct well-reasoned arguments based on evidence
- 3) Globally and culturally intelligent. Students will be able to:
 - a. Apply multiple perspectives to address local, regional, global, and cultural issues.
 - b. Demonstrate an intermediate proficiency in a language other than English
- 4) Skilled communicators. Students will be able to:
 - a. Communicate clearly and effectively in both written and oral forms
 - b. Tailor communication to audience and context

The 21st Century Framework for Education's "7 Cs" were used as a foundation to highlight the knowledge, skills, and dispositions students will have upon completion of the AIS major (see Appendix D). In addition, program goals were designed from community and faculty input and articulated into the four Core Values in American Indian Studies: Responsibility, Relationships, Reciprocity, and Respect. These values are described in detail below and are shared with the California Indian Culture and Sovereignty Center and support the overall mission and vision of CSU San Marcos by filling a diversity gap in academic offerings at CSUSM with the American Indian

Studies Major. The AIS major supports the university's mission, which is "grounded in public trust, in an alignment of regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state."⁷ By exposing CSUSM students to the underserved and often misunderstood vibrant culture, government, community, and career opportunities to work with and for American Indians in the region, the state, and the nation, the AIS major will further diversify General Education course offerings and provide unique career development opportunities for CSUSM students to work with and for regional tribal communities.

Core Value #1: Responsibility: Create culturally intelligent and competent students who decolonize and deconstruct dominant cultural colonial paradigms and perspectives by identifying, explaining, and distinguishing between diverse American Indian epistemologies across multiple fields of study to develop life and career skills.

Core Value #2: Relationships: Describe and apply authentic, empathetic, and innovative solutions to real world issues that affect American Indian lifeways by combining learning and innovation skills such as critical thinking, communication, collaboration, and creativity.

Core Value #3: Reciprocity: Analyze, synthesize, and apply American Indian Studies' theoretical frameworks in experiential and/or community engagement and research to support tribal community needs and programs by utilizing experiential learning frameworks to activate change.

Core Value #4: Respect: Utilize appropriate analytical and research strategies to critically assess a variety of knowledge and information from a variety of diverse resources to evaluate the legal, political, ethical, and social efficacy of American Indian Studies methods to create and/or sustain change in American Indian communities.

The Program Student Learning Outcomes (PSLOs) are provided below and mapped in Appendix D to demonstrate when each PSLO is introduced, reinforced, and practiced at an advanced level.

PSLO 1: Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.

PSLO 2: Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.

PSLO 3: Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.

PSLO 4: Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.

PSLO 5: Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

The PSLOs for the Bachelor of Arts in American Indian Studies are intrinsically and inherently connected, mutually constructed, and relational. Student learning will be evaluated with a pre-test in AIS 101, Introduction to American Indian Studies, and a post-test in AIS 490, American Indian Studies Research, Methods, and Applications to measure how well learning, skills, and methods are

⁷ http://www.csusm.edu/wasc/csusm_mission.html (Accessed on 28 April 2015)

transferred from the beginning to the end of coursework. In addition, course-embedded assessment activity will occur during vital points within core coursework in order to inform the program and improve learning opportunities for the students (see the Comprehensive Assessment Plan in Appendix E). The program is designed holistically at all levels (lower and upper division) to weave together the PSLOs to support the student's intellectual growth and applied research skills throughout their progression in the program. Capstone course AIS 498, Internship/Special Research Project, reflects the conclusion of the student's journey through the major and result in a tangible demonstration of the student's knowledge, understanding, and application of the program goals in a community engaged environment.

c. Total number of units for the major.

46 semester credit units.

d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units.

Not applicable.

e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully.

Not applicable.

f. A list of all courses required for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites (ensuring there are no "hidden" prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

Admissions criteria are the same for general admission to the university. Continuation in the program is contingent upon student receipt of a grade C (2.0) or better in all core courses; in addition students must not be subject to Academic Disqualification. At least 27 units of the required upper division coursework must be completed at CSUSM.

CRSE#	TITLE	CORE/ ELECTIVE	CRSE CTGRY	EXISTS/ NEW
5 Lower Division Core Courses (2 Required): 15 units Select 3 from 200-level				
AIS 101	Introduction to American Indian Studies (REQ)	Core	D7	Exists
AIS 150	Introduction to Federal Indian Law and Policy (REQ)	Core	Dcg	New
AIS 220	American Indian Religion, Philosophy, and Worldviews (Oral Tradition)	Core	C2	New
AIS 230	Contemporary Issues in American Indian Art	Core	C1	New
AIS 240	American Indians and Environmental Issues	Core	D	New
AIS 280	American Indian Culture and Language	Core	C2	New
AIS 290	American Indian Education: Equity and Social Justice	Core	D	New
9 Upper Division Core Courses (6 Required): 22 Units Select additional course from Upper Division Elective Options				
AIS 348	American Indian Communities (REQ)	Core	DD	Exists
AIS 350	Imagining Indians: American Indians Media, Film and Society (REQ)	Core	DD	Exists
AIS 400	Contemporary American Indian Health and Wellness (REQ)	Core	DD	Exists
AIS 468	American Indian Political and Economic Development (REQ)	Core	DD	Exists
AIS 490	American Indian Studies Research, Methods, and Applications (REQ)	Core		New
AIS 498	Capstone: Internship & Special Research Project (REQ)	Core		Exists
3 Upper Division Elective Options: 9 Units				
AIS 370	American Indian Women and Activism	Elective	DD	Exists
AIS 390	American Indian Studies: Independent Study	Elective		Exists
AIS 440	American Indian Traditional Ecological Knowledge	Elective	DD	Exists
LTWR 345	Native American Literatures	Elective		Exists
VSAR 440	Advanced Digital Arts ⁸	Elective		Exists
	Lower Division Units (Required and Electives)	15		
	Upper Division Units (Required and Electives)	31		
	TOTAL UNITS FOR MAJOR	46 Units		

⁸ This course has been co-taught by Dr. Deborah Small and Dr. Joely Proudfit in collaboration with local tribal communities using photography to document traditional local Tribal food sources and other tribal community stories. This course was an elective as part of the former Native Studies Minor and the proposer wish to continue to offer it as an elective in the major.

- g. *List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses.*

AIS 150: Introduction to Federal Indian Law and Policy (3 units): Introduces the history and contemporary interpretations of federal Indian law from early American rulings that form the foundation of 21st Century understandings of tribal sovereignty. Reviews recent legal cases and precedent that impact American Indian land and people. Provides critical understanding of the legislative process and its effect on American Indians and all US citizens including how to shape future policy and interests in the region, the state, and the nation.

AIS 220: American Indian Religion, Philosophy, and Worldviews (3 units): Provides a survey of American Indian religions, philosophies, and worldviews. Develops an understanding of the practice of American Indian traditions as a complex, dynamic, and active intellectual, creative, and affective system. To form the basis for holistic relationships and interactions between American Indian people, the environment, and other communities.

AIS 230: Contemporary Issues in American Indian Art (3 units): Introduces contemporary issues in American Indian art including cultural authenticity and ownership, legal foundations to protect American Indian artwork and artists, cultural misappropriation and theft (e.g. pot-hunting), and (mis)representation in the marketplace. Develops critical reading skills to analyze the social, material, and cultural context that informs artistic production a result of cultural contact in various historical periods.

AIS 240: American Indians and Environmental Issues (3 units): Provides an overview and examination of environmental issues related to American Indians during the 19th-21st centuries. Including land tenure disputes, stewardship (occupancy and care of the land), climate change, and other environmental issues from an American Indian perspective. Focusing on issues affecting California Indians and American Indians in the West/Southwest.

AIS 280: American Indian Cultures and Languages (3 units): Explores American Indian cultures and language and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. Examines the human experience to preserve the most fundamental aspect of existence: language.

AIS 290: American Indian Education (3 units): Compares and contrasts American Indian traditional systems of knowledge with western constructs. Provides an introduction to the legacy of Indian Boarding School policies, as well as evaluates the contemporary challenges that American Indians experience in educational systems such as high dropout rates, low college matriculation rates, and the impact of cultural differences embedded in these trends.

AIS 490: American Indian Studies Research, Methods, and Applications (4 Units): Delivers an integrative course designed to professionally develop students as ethical researchers by understanding social scientific and literary theories/methods. Students will gather and study data on historical and contemporary American Indian nations, tribal groups, communities, individuals, and literature to produce purposeful, high quality, and effective scholarship that is useful to tribal communities.

A Master List of Elective courses that can be used to fulfill the requirements for the major is included in Appendix G.

h. *Course-offerings for first three years of implementation.*

Suggested 3-Year Course Schedule for the Bachelor of Arts in American Indian Studies.

YEAR 1, FALL SEMESTER		YEAR 1, SPRING SEMESTER	
Course	Instructor	Course	Instructor
AIS 101	Faculty Hire 1	AIS 150	Faculty Hire 1
AIS 220	Faculty Hire 1	AIS 240	Faculty Hire 1
AIS 230	Adjunct	AIS 280	Adjunct
AIS 348	Proudfit	AIS 370	Proudfit
AIS 380	Proudfit	AIS 468	Proudfit
YEAR 2, FALL SEMESTER		YEAR 2, SPRING SEMESTER	
Course	Instructor	Course	Instructor
AIS 101	Faculty Hire 1	AIS 150	Faculty Hire 1
AIS 220	Faculty Hire 1	AIS 240	Faculty Hire 1
AIS 230	Faculty Hire 1	AIS 290	Adjunct
AIS 348	Proudfit	AIS 370	Proudfit
AIS 400	Proudfit	AIS 490	Adjunct
YEAR 3, Fall Semester		YEAR 3, Spring Semester	
Course	Instructor	Course	Instructor
AIS 101	Faculty Hire 2	AIS 150	Faculty Hire 1
AIS 220	Faculty Hire 1	AIS 240	Faculty Hire 2
AIS 230	Faculty Hire 2	AIS 280	Faculty Hire 2
AIS 348	Faculty Hire 1	AIS 370	Faculty Hire 2
AIS 400	Proudfit	AIS 468	Proudfit
AIS 498	Faculty Advisor	AIS 498	Faculty Advisor

The table below outlines the prerequisites and required courses for the major, and the year/semester in a four-year sequence to be taken. A complete list of AIS courses, required and elective, is in Appendix G: Proposed Course Offerings. The list also details the semester and year in sequence the courses should be taken. No AIS course or elective courses have course-based fees.

Course Title	Credits/Units	Year/Semester	Outside Major/Dept.
Introduction to American Indian Studies (AIS 101)	3	Year 1/ Fall Semester	May be transferred from Palomar or other accredited institution
Introduction to Federal Indian Law and Policy (AIS 150)	3	Year 1/Spring Semester	May be transferred from Palomar or other accredited institution

i. *For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in Section 40510 of Title 5 of the California Code of Regulations.*

Not applicable.

j. *For master’s degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.*

Not applicable.

- k. *For graduate degree programs, specify admission criteria, including any prerequisite coursework.*

Not applicable

- l. *For graduate degree programs, specify criteria for student continuation in the program*

Not applicable

- m. *For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.*

Students may transfer up to 15 units for lower and upper division courses completed at accredited US or foreign institutions recognized by CSUSM. An articulation agreement is proposed with Palomar College's American Indian Studies program as the primary "feeder school" in the area.

- n. *Describe advising "roadmaps" that have been developed for the major.*

See proposed course schedule for first three years (4h). The advising roadmap will follow the Major Worksheet format found in Appendix B.

- o. *Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process). (WASC 2013 CFR: 1.8)*

Not applicable.

5. Societal and Public Need for Proposed Degree Major Program

- a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed major degree program.*

The Major in American Indian Studies will be distinct from other degrees offered at the CSU and other colleges in the State. Three CSU campuses currently offer a B.A. in American Indian Studies, CSU Humboldt, San Francisco State University, and San Diego State University. UCLA is the only other Southern California campus to offer a major in American Indian Studies. Both Palomar and Grossmont Community Colleges offer Associate Degrees in American Indian Studies; with the close proximity of Palomar College to CSUSM, Palomar's AIS program will become a pipeline for the AIS Major at Cal State San Marcos and provisions to formalize an articulation process is underway.

- b. *Differences between the proposed program and programs listed in Section 5a above.*

The American Indian Studies programs at the Humboldt, SDSU, SFSU, and UCLA will be distinct from CSUSM's AIS program. A summary highlighting these differences and CSUSM AIS program characteristics are listed below:

- Humboldt State’s AIS program focuses on programs that lead to degrees in education, healthcare (e.g. counseling), and environmental resource management specifically.
 - San Diego State’s AIS program is broadly interdisciplinary-based program that focuses on traditional disciplines, such as Literature, Anthropology, and History, to provide the foundation for its program, relying on an exogenous epistemology and pedagogy. SDSU has declared impactation in all of its undergraduate programs.
 - SFSU’s program while similar in some ways to CSUSM’s serves primarily urban, relocated, and transplanted American Indian students through an Ethnic Studies lens; again utilizing an exogenous method and approach to the field. SFSU is also an impacted campus for non-local transfer students.
 - UCLA’s program has an emphasis on tribal law, social sciences, and urban versus reservation areas of study. This emphasis reflects the regional influence of Los Angeles County being home to California’s largest region of relocated, urban Indians. UCLA AIS majors often enroll in AIS with a dual major in pre-law and often attend the campus law school after graduation.
- The AIS Major at CSUSM is an endogenous, place-based, and interdisciplinary field of study that lends itself to a variety of careers in government, education, health professions, business, and the nonprofit sector.
 - The Major will dovetail the coursework and undergraduate preparation (Associate Degree) offered at Palomar College for students seeking the Bachelor of Arts degree in AIS resulting in the creation of a through-line of study from high school to community college to four year degree.
 - The Major will provide unique internship and community engagement opportunities working with tribal governments in the region established through MOUs with tribes and tribal organizations.
 - Students in the major will have increased opportunities to work with the California Indian Culture and Sovereignty Center founded and housed at CSUSM to conduct research, participate in community outreach, and collaborate on community-campus culturally-specific events.
 - Students in the major will have direct interaction and instruction from tribal leaders, professionals, and cultural expertise in core areas of study.
 - CSUSM’s AIS major will serve the largest concentration of federally recognized tribes and tribal land bases in the US through a specifically American Indian Studies epistemology.
 - The AIS department will develop a Memorandum of Agreement with tribal governments and businesses for student internship and job opportunity preference.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

Other curricula currently offered at CSUSM related to the American Indian Studies degree program is a proposed “thematic track” in the Ethnic Studies Proposed Major that allows students to study with an emphasis on “Colonialism, Migration, and Diaspora.” There are also similar thematic options in the Anthropology and Literature and Writing Programs that focus on indigenous (e.g. transnational indigenous issues) and Native American topics. The Literature and Writing Program delivers courses on Native American literatures and cinema, and the AIS major will accept LTWR 345 as an elective option. The methodology and pedagogy in these other programs may use exogenous disciplines combined with American Indian Studies as a subfield of anthropology, ethnic studies, and/or literature; however AIS privileges place-based pedagogy

steeped in a tribally specific epistemology, history, and experience in all of its courses to demonstrate that American Indian people are a political group not an ethnic, minority group, and that tribal governments are sovereigns, described by Vine Deloria Jr. as “nations within the nation,” with their own unique system of governance, economic development, social issues, and cultural concerns parallel to and separate from other communities in the US.

d. Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

During the past six years, work to develop an American Indian Studies major/department has been a combination of community-based and formal university-wide collaborations (see Appendix I for list of names and affiliations). For the past eight years, two committees primarily worked on issues related to Native/American Indian Studies: the Native Studies Curriculum Committee and the Native Studies Advisory Board. These two committees provided ongoing input to course and program development: the Native Studies Advisory Board was made up of 19 affiliated campus-wide faculty members and the Native Studies Curriculum Committee included members from campus and the university’s Native Advisory Council, including the Office of the Tribal Liaison. Members from both committees were provided input and direction to refocus Native Studies at CSUSM with the end goal leading to the eventual creation of an AIS department and major. In separate meetings in 2012-2013 each group approved the decision to change the name of the program from Native Studies to American Indian Studies. The decision was based on the goal to more strategically highlight the field as its own distinct body of knowledge with specific epistemological foundations based on Native knowledge, practices, lifeways, social and political organization of American Indian peoples. Additionally the work and presence of the President’s Native Advisory Council for the past ten years has been towards the institutionalization of American Indian Studies at CSUSM; the creation of a major/department will realize this goal and the university’s commitment to American Indian higher education.

In the Fall Semester 2014, Provost Graham Oberem convened an American Indian Task Force to determine the need for the creation of an American Indian Studies Department. The Task Force recommended that such a department be created and that a major area of study also be considered in the near future. In the Spring 2015, Provost Oberem announced his support of the Task Force’s recommendation to create an American Indian Studies Department at the Academic Senate meeting (May 2015). He also announced the appointment of Dr. Joely Proudfit as the inaugural chair of the American Indian Studies Department. Following her appointment as department chair, Dr. Proudfit was tasked with convening a strategic planning process to develop a vision, mission, and strategic objectives for the AIS department.

In the Fall 2015, Dr. Proudfit worked with a consultant to develop the department’s strategic plan. A core committee and a larger campus-community committee were invited to attend three planning meetings. The key outcomes of the Strategic Plan were the creation of a vision statement, a mission statement, and objectives that outlined the process to submit a request for a major in American Indian Studies. The Strategic Plan Final document and the list of committee members are attached in Appendix I along with the names and affiliations of members from the other Native Studies/AIS committees.

e. Applicable workforce demand projections and other relevant data.

Establishing an American Indian Studies bachelor’s degree program at California State University San Marcos will fill a regional need for the entire community and a cultural need for tribal citizens seeking higher education. It is increasingly more known that San Diego County is home to the most federally recognized American Indian tribes than any other county in the

contiguous US with 18 Indian reservations and 17 tribal governments presiding over 4% of the county's land base. California has the second highest number of people identifying as American Indian or Alaska Native outside of Oklahoma. Furthermore, California ranked highest in the 2010 Census for all census respondents who identified as American Indian or Alaska Native alone or in combination with another race.⁹

A 2014 economic impact study by the California Nations Indian Gaming Association (CNIGA) produced by Beacon Economics Firm analyzed gaming revenues and state economic impact produced by 16 of California's 59 gaming tribes, assessing approximately 30% of all tribal economic activity.¹⁰ Expanding its analysis from 2012, the report found that the Tribal gaming industry generated \$8 billion for California's economy with \$2.9 billion in employment earnings from California workers. Job growth from 2012-2014 in tribal gaming operations increased from 52,000 to 56,000 jobs.

There are 16 tribes with significant economic enterprises in Riverside and San Diego counties alone; these tribes are located well within the boundaries of CSUSM's regional service area and are among the largest regional employers in Riverside and San Diego counties. Together nine tribes in San Diego County comprise the fourth largest employer in the region supporting 11,500 employees who work in mostly rural and suburban sectors of the county.¹¹ The Pechanga Development Corporation in Temecula, California (the location for CSUSM's business and health satellite campus) is the second largest employer in Riverside County. CSUSM President Karen Haynes in her "Report to the Community 2013" stated that 80% of CSUSM graduates remain in Southern California and become contributors to the local and regional workforce. The creation of an American Indian Studies Major at Cal State San Marcos will provide entrée for CSUSM students to a dynamic, vibrant, and growing industry working for Tribal governments, businesses, health care facilities, schools, nonprofit organizations and entities in the hospitality industry.

Upon approval and implementation of the AIS Major, a formal request to enter into a Memorandum of Agreement with tribal governments will be established to provide internship and hiring preferences for graduates who complete the AIS Major or Minor (see attached letters of support from state educational leaders, tribal leadership, tribal organizations, and tribal businesses).

f. If the program was conceived to meet the society's need for the advancement of knowledge, please specify the need and explain how the program meet's that need.

The creation of American Indian Studies programs in U.S. universities was a direct result of political and social activism in the 1960s and 1970s, which resulted in the passage of the American Indian Self Determination and Education Assistance Act (PL 96-368). This historic legislation transferred federal control over contracting for basic services like healthcare and education to tribes thereby ending decades of paternalistic rule over American Indian Nations. In the Act, "Congress declares its commitment to the maintenance of the Federal Government's unique and continuing relationship with and responsibility to the Indian people through the establishment of a meaningful Indian self-determination policy which will permit an orderly transition from Federal domination of programs for and services to Indians to effective and

⁹ <http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>, page 6 (Accessed on 16 January 2015).

¹⁰ http://www.cniga.com/media/pressrelease_detail.php?id=117 (Accessed on 16 January 2015)

¹¹ <http://m.utsandiego.com/news/2013/apr/27/casino-gambling-vegas-sandiego-tribal/> (Accessed on 27 April 2013).

meaningful participation by the Indian people in the planning, conduct and administration of these programs and services...” (Sec.3. b).

Government, healthcare, and educational institutions have since recognized the need to collaborate with Indian tribes on a “government-to-government” basis in which tribal sovereignty and self-determination are taken into consideration whenever and wherever tribal interests are at stake. The creation of American Indian Studies programs began in the 1970s in San Diego County with the formation of the AIS program at Palomar College and at SDSU, which was then the only CSU campus in the region. The creation of a second major program in San Diego is long overdue and will provide service to the tribes and community located in San Diego North County and South Riverside County. The Bachelor’s degree program in American Indian Studies will provide students with a research-based, community-service and experiential-learning degree program grounded in place-based higher learning that will prepare them to work in a variety of fields that intersect and serve American Indian community needs in the region, the state, and the nation.

6. Student Demand

- a. *Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; list of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.*

The AIS minor’s revisions were initiated in Fall 2008 but not approved until Spring 2016, which has limited the ability to evaluate fully student response and demand. These are the external factors that have limited the marketing and growth opportunities for the program at present, but which are not anticipated to remain obstacles in the future. Historically, the Native Studies General Education courses always fill up and student feedback consistently asks for more course offerings in the discipline. Comments and feedback from the American Indian Student Alliance and students taking the courses indicate a strong demand in support of an American Indian Studies Major. Although current enrollment in the Native Studies Minor is small, this measurement is not an accurate depiction of the need for an American Indian Studies major for several reasons. 1) Until recently, the Native Studies Program Coordinator (now the AIS Department Chair) was only able to offer two Native Studies courses once in the same year; typically there is only one Native Studies course from the Minor offered per semester. 2) Many of the courses that made up the former Native Studies Minor are not or have not been offered on a regular schedule. 3) Feedback from students to the Native Studies Program Coordinator about the former Minor course offerings were that the courses did not reflect or contribute to their intellectual understanding of tribal sovereignty and their ability to apply their knowledge through direct community engagement and learning prospects. 4) While the Native Studies Program Coordinator assessed the needs of the students, community, and campus and developed revisions to the Native Studies Minor the curricular review process at CSUSM is part of the shared governance structure thus is time-consuming.

Since 2010, CSUSM’s office of admissions reports a 41% increase in American Indian student applications for admission to CSUSM. However, we have an average enrollment rate for first-time freshman of only 20%. *The State of American Indian and Alaska Native (AIAN) Education in California Report* in its profile of ten public postsecondary institutions in California summarizes promising practices that are key to recruitment, persistence, and graduation of American Indian

students (Proudfit and Gregor, 2014). These include five key areas of support: 1) formalizing institutional-tribal agreements to identify and meet the educational needs of the American Indian community; 2) creating a kinship network of support for AIAN recruitment, retention, and graduation which includes faculty/staff and academic support services 3) building and designating AIAN gathering grounds on campus in the form of dedicated learning and meeting spaces, study spaces, and places for social interaction; **4) developing and delivering curriculum that meets tribal educational needs, such as an American Indian Studies major;** and 5) creating pathways for persistence through college for AIAN students that focus on educational strengths that are linked to culture and identity of the student through student support services.¹² If CSUSM approves the AIS major, we will be more attractive to both first-time freshman and transfer students from nearby community colleges.

Palomar College is home to one of the oldest American Indian Studies departments in the nation with over forty-two years of experience delivering American Indian Studies courses and community programming. The AIS program at Palomar College offers over thirty-five American Indian Studies courses per semester providing enrollment to over 1,200 students. At present students interested in pursuing a four-year degree in American Indian Studies in the region have to transfer to San Diego State University, which is highly impacted, or they have to move outside the area to Riverside or Los Angeles. The American Indian Studies Major at CSUSM will be a natural and logical progression for Palomar College students to feed into. In addition, offering a four-year degree at CSUSM will enhance the program at Palomar College because students can identify early on in their educational career a complete course of study that can begin at the community college level and end at a four-year university with a bachelor's degree. The anticipated growth of the major will be enhanced by the CSUSM-Palomar current articulations for transfer students as well as by the current relationships developed by the California Indian Culture and Sovereignty Center with the local, regional, and statewide partners.

The tribal community at the annual Tribal Education Summit hosted by the Office of the Tribal Liaison at CSUSM has expressed a need for a major in American Indian Studies for the past four years. The University President's Native Advisory Council has also cited the need for a major at CSUSM as a community educational priority in its annual meetings. The California Indian Culture and Sovereignty Center sent out a survey to tribal community members in June 2015 and received 21 responses from tribal education departments, tribal non-profit groups, and tribal youth centers. Eighty percent (80%) of the respondents said they were "interested" in taking American Indian Studies courses at CSUSM. Fifty-five percent (55%) said that if CSUSM had an AIS Major they would be "very interested" in enrolling at CSUSM. The top four areas of study that respondents ranked as topics they would be interested in studying in the Major were: 1) Tribal Law and Politics, 2) Tribal Culture and Language, 3) Tribal Media and Arts, and 4) Tribal Governments and Economics. Ninety-five percent (95%) of the respondents identified as American Indian and eighty percent (80%) of the respondents indicated that they thought it would be "useful" for employees working with tribes and tribal businesses to have completed coursework in American Indian Studies at the college level. Nearly fifty percent (50%) of the respondents indicated that they had not taken a course in American Indian Studies before, although twenty percent (20%) of the participants worked for Tribal businesses or nonprofits and ninety-five percent (95%) identified as American Indian and reported attending or graduating from college with forty-five percent (45%) having a Bachelor's degree or higher.¹³

¹² The profiles of public postsecondary institutions in the report included: College of the Redwood, American River College, Mendocino College, Palomar College, San Diego State University, Humboldt State University, Chico State University, CSU San Marcos, UC Los Angeles, UC Davis, and UC Santa Cruz.

¹³ For "American Indian Studies at CSUSM Community Survey" Results.

b. Issues of access considered when planning this program.

The American Indian Studies Department will develop a marketing and outreach strategy to showcase the complementary value in completing the major, which will provide workforce readiness and internship opportunities. The AIS Department is brokering relationships with tribal nations and their businesses to provide beneficial opportunities to our AIS minors and majors. The AIS Department will ensure outreach and access to the major through strategic and broad recruitment strategies by 1) partnering with Palomar College's American Indian Studies program to build a pipeline for students to complete a B.A. in AIS 2) continuing to outreach to local tribal community youth groups, schools, and other organizations preparing youth for college admission and 3) working with the California Indian Culture and Sovereignty Center, Office of Tribal Liaison, and campus Admission and Outreach personnel to market, network, and share information about the major for prospective students. The AIS faculty and staff will deliver professional, responsive, knowledgeable and personalized recruitment services by phone, on site at CSUSM, through internet communication, and during off-site recruitment activities, such as college fairs and tribal community events.

c. For master's degree proposals.

Not applicable.

d. Professional use of this proposed degree program.

An American Indian Studies degree prepares students with a unique educational and experiential skill set to work in a variety of professional fields including but not limited to: government, healthcare, education, business, nonprofit sector, tourism and hospitality industry to name but a few.

A survey of employment opportunities posted on Indeed.com (a global job search engine) for "American Indian Studies jobs" returned over fifteen national and regional job opportunities with a starting salary range between \$38,000 and \$75,000 for careers in education, government, environmental management, recreational management, public safety, and healthcare (23 January 2015).¹⁴

The American Indian Studies Department will also create certificate packages from courses in the major to augment professional development in the region. The inclusion of the AIS certificate courses will increase enrollment, revenue, and career enhancement opportunities for the professionals working with and for American Indians. The goal is for the certificate courses to generate revenue to support the program in the first three years as AIS grows.

e. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

¹⁴ <http://www.indeed.com/jobs?q=American+Indian+Studies&start=10> (Accessed 25 February 2015)

The expected number of majors in the year of initiation is estimated to be 10-20 based on previous enrollment and graduation rates of American Indian and Alaska Native students from CSUSM. We anticipate a steady growth and increase of majors three years following the launch of the program after the passage of SB1440 and the formal articulation with Palomar College's AIS program in which Palomar's students will naturally feed into the BA program at CSUSM. In year three we anticipate 20-25 majors and expect this number to increase to 25-35 in year five. The American Indian Studies major will be a vibrant and dynamic program comparable in numbers to other programs in CHABSS such as Anthropology (64 majors), Global Studies (69 majors), and Women Studies (36 majors).

7. Existing Support Resources for the Proposed Degree Major

- a. *Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.*

At present the American Indian Studies Department has one full-time tenured faculty member with Dr. Joely Proudfit (Associate Professor) serving as Chair. In the Fall Semester 2015 Dr. Theresa Gregor was hired as the inaugural lecturer in the department and in the Spring Semester 2016 two more lecturers were hired: Dr. Deborah Morton, Dr. Anthony Madrigal, and Juana Majel-Dixon.

Department of American Indian Studies current faculty include:

Dr. Joely Proudfit (*Payomkawichum*), Associate Professor

- Ph.D., Political Science, American Politics and Policy, Northern Arizona University, 2000
- Chair, American Indian Studies, Department CSUSM 2015
- Director, California Indian Culture and Sovereignty Center, 2008
- Associate Professor, Department of Sociology, CSUSM, (Tenured) 2008–present
- Associate Professor, Department of Public Administration, CSUSB, (Tenured) 2008–2004
- Lecturer, Department of Political Science and International Relations, University of San Diego, 2005–2003
- Associate Professor, Department of American Indian Studies, San Francisco State University, (Tenured) 2004-1996
- Lecturer, Department of American Indian Studies, CSULB, 1996-1995
- Former Associate Professor of Public Administration at California State University, San Bernardino, and Director of the Tribal Government, Management and Leadership Program at CSUSB
- Former Department Chair of the American Indian Studies Department at San Francisco State University

Tribal Affiliations

- CSU Office of the Chancellor, Member, CSU Native American Initiative Steering Committee, 2015-present
- CSUSM, Native American Task Force 2008-2015
- Member, State of California, Environmental Literacy Task Force, 2014 - present
- Chair, 27th Annual California Indian Conference Committee, 2011–October 2012
- University of Redlands, Program Partnership Advisory Committee, 2011–present

- Board Member, Indian Health Council, Inc., Institutional Review Board, 2010–2012
- Chair, National Indian Education Association, Call to Convention and Program, 2010 Conference Committee, 2010
- Co-Chair, National Indian Education Association, Trade Show Vendors and Exhibitor Conference Committee, 2010
- Reviewer, State of California, California Native American Supplemental Instructional Materials Committee, 2008
- Editorial Board Member, American Indian Quarterly, 2002–2008
- CSULB, American Indian Alumni and Friends, Member, 1993–present

Publications, Awards, and Special Recognition

- Proudfit, J. *Beyond the American Indian Stereotype: There's More to Me than What you See*. Prager/Greenwood Press, Santa Barbara, CA (2017)
- Proudfit, J. and Warner, L.S. Series Eds. (2015-2017). *On Indian Ground-: A Return to Indigenous Knowledge—Generating Hope, Leadership and Sovereignty through Education*. Information Age Publishing, Charlotte, NC.
- Proudfit, J., Small, D. and Bade, B. (2010). *Luiŝeño Landscapes: Celebrating People, Plants, Land, and Culture*. The Burpee Foundation: <http://www.blurb.com/bookstore/detail/1860752>). pp.160.
- Proudfit, J., and Warner, L.S. (2015). “RIP: Jim Crow: Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions.” *Interneicine Warfare: White Privilege and American Indians in Colleges and Universities*. Virginia Stead, Ed. Peter Lang Publishing, U.S.
- Appointee, 2016 National Advisory Council on Indian Education, White House Appointment
- Recipient, American Indian Educator of the Year, 36th Annual California Conference on American Indian Education, March 2013
- Nominee, 2013 CSUSM President’s Award for Service Leadership
- Recipient of the CSUSM Community Service Learning Award, Fall 2010
- Recipient, CSUSM, All People’s Celebration Award, Spring 2010
- Recipient of the CSUSM Community Service Learning Award, Spring 2008
- Recipient of the California Teachers Association’s Salute to Friends of Education Award, October 2002.

Dr. Theresa Gregor (Iipay), Lecturer

- Ph.D., American Indian Literature, University of Southern California, 2010
- Lecturer, Department of American Indian Studies, CSUSM Present-2015
- Research Associate, California Indian Culture and Sovereignty, Present-2013
- Lecturer, English and Ethnic Studies Department, University of Southern California, 2013-2008
- Doctoral Committee Member, Prescott College Department of Education, 2008-2006
- Thesis Advisor, Prescott College Department of Education, 2006-2004
- Ford Foundation Dissertation Fellow, 2004-2002
- Assistant Editor, American Indian Culture & Research Journal, UCLA, 2002-2001
- Assistant Director, Writing Center, LA Trade and Technical College, 2001-2000
- Teaching Fellow, USC Writing Program, 2001-2000
- Irvine Foundation Pre-Doctoral Fellow, Program in American Studies and Ethnicity, 2002-2001
- Ford Foundation Doctoral Fellow, 2005-2002

- All-University Doctoral Fellow, University of Southern California 2002-1997

Tribal Affiliations

- Native Advisory Council, Chair at CSUSM, 2013-2010
- Native Advisory Council Member at CSUSM, Present-2008
- Executive Director, Inter Tribal Long Term Recovery Center (tribal disaster and recovery services), Present -2009
- Disaster Recovery Assistant, La Jolla Band of Luiseno Indians, 2009-2008
- Tribal Administrator (Interim), Iipay Nation of Santa Ysabel, 2008-2006
- Tutor, Santa Ysabel Youth Program, 2006-2004
- Coach, Inter Tribal Sports, 2006-2004
- Tribal Liaison, Warner Unified School District, 2004-2003
- Instructor, Two Directions Inc., 2000-1999

Publications

- Gregor, Theresa. Review of *A Chemehuevi Song: The Resilience of a Southern Paiute Tribe*, by Clifford E. Trafzer. *Southern California Quarterly*, 98:1 (2016).
- Gregor, Theresa with Stan Rodriguez. "Revitalizing Critically Endangered Languages in California: Profiles and Promising Practices for Program Delivery," *On Indian Ground: California Series*, Ed. Joely Proudfit, (Information Age Publishing) Forthcoming 2016.
- Gregor, T.L., and Proudfit, J., *State of American Indian and Alaska Native Education in California*, California Indian Culture & Sovereignty Center: Calif. State Univ. San Marcos, Office of the Chancellor, 60 pages (Forthcoming 2016).
- Gregor, T.L., and Proudfit, J., 2014, *State of American Indian and Alaska Native Education in California*, California Indian Culture & Sovereignty Center: Calif. State Univ. San Marcos, Office of the Chancellor, 90 pages.
- Gregor, T.L., 2010, Review of *The War in Words: Reading the Dakota Conflict through Captivity Literature*, By Katherine Derounian-Stodola. *American Indian Culture and Research Journal*, 34:4 (2010).
- Gregor, T.L., 2010, *From Captors to Captives: American Indian Responses to Popular American Narrative Forms*, (2010): PhD Dissertation, Univ. of Southern California 208 pages.
- Gregor, T.L., 2008, In Brief Review of *Living through the Generations: Continuity and Change in Navajo Women's Lives*, By Joanne McCloskey, University of Arizona Press, Tucson 2007, 205 pages: *Women's Studies Online Journal* by Taylor & Francis; Published online: 7 Mar 2008; 165-168.
- Gregor, T.L., 2007, Review of *Rape and Sexual Power in Early America*, By Sharon Block (Chapel Hill: University of North Carolina Press, 2006): *Women's Studies*, 36:7, 551 - 554.

Dr. Deborah Morton, Lecturer

- Ph.D., Public Health and Epidemiology, UCSD/SDSU Joint Doctoral Program, 1999
- Lecturer, Departments of Sociology and Kinesiology, CSUSM, Present-2013
- Lecturer, UCSD/SDSU Joint Doctoral Program in Public Health/Epidemiology, 2010-2004
- Lecturer, Institute of Public Health, SDSU, 1993-1992

American Indian Affiliations

- Present-2004, Chair and Founder, Indian Health Council, Inc. Institutional Review Board, funded by the CA- NARCH project ongoing since 2001

- Present-2012, Affiliated Faculty, California Indian Culture and Sovereignty Center, California State University, San Marcos
- –2009-2005, Data Coordinator: Riverside-San Bernardino County Indian Health, Inc., Special Diabetes Project: Cardiovascular Disease Demonstration Project
- 2006 – 2005, Co-Investigator: California Tribal Epidemiology Collaborative (CTEC)
- 2005 – 2001, Co-Investigator: California Native American Research Center for Health (CA-NARCH)

Publications

- Morton DJ, Proudfit J, Calac D, Portillo M, Lofton-Fitzsimmons G, Molina T, Flores R, Lawson-Risso B, Majel-McCauley R. (2013) Creating research capacity through a tribally-based IRB. *Am J Pub Hlth*, 103(12): 2160-2164.
- 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(4): 416-422.
- 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. Research Article
- Morton DJ, Leading and Actual Causes of Death: National/California Data for American Indians/Alaska Natives, *Morbidity and Mortality Monthly Report (MMMR)*, Vol. 2 No. 12, 2004. Riverside – San Bernardino County Indian Health Inc. (publisher). LEAD ARTICLE
- Morton DJ, Greshman L. Terrorism Response and Disaster Preparedness Demonstration Project. Final report for Indian Health Service, Indian Health Council, Inc., and SDSU. July 2003. Final Report
- Morton, DJ (1991). The status of American Indians: A review of selected documents. Contracted by the Administration on Aging and disseminated through the National Resource Center on Minority Aging Populations, University Center on Aging (San Diego State University) and the Andrus Gerontology Center (University of Southern California). Government Review
- Morton DJ & Stanford EP (1991). Effects of acculturation and functional impairment among Asians and American Indians. *California Department of Aging News*, published by the State of California, Spring. Government Newsletter

Dr. Anthony Madrigal, Sr. (Cahuilla Band of Indians)

- Ph.D., Native American History, University of California Riverside, 2005
- Member of CA State Bar, Admitted to Practice of Law, 1980
- Juris Doctorate, University of California Los Angeles School of Law, 1978
- Adjunct Instructor, Departments of Sociology and History, CSU San Bernardino, 2015-2013
- Adjunct Instructor, Ethnic Studies Department, UC Riverside, 2014
- Instructor, Certificate Native American Perspectives on Cultural Resource Management, Native Studies 481, California State University San Marcos, 2013-2012

American Indian Affiliations

- Present-2010, Law Office of Anthony Madrigal Sr., Private Practice
- 2012-2003, Special Counsel to Cahuilla Band of Indians, Water Rights
- 2009-2007, Counsel to Native American Heritage Commission of CA

- 2007-2002, Environmental Counsel to Twenty-Nine Palms Band of Indians
- 1998-1981, Inland Counties Legal Services, Staff Attorney

Publications

- Sovereignty, Land and Water; Building Tribal Environmental and Cultural Programs on the Cahuilla and Twenty-Nine Palms Reservations, Riverside, CA: California Center for Native Nations Press, University of California Riverside 2008.
- “Integrating Native Science into Tribal Environmental Protection Agencies” with Clifford Trafzer and Willard Gilbert, American Behavioral Scientist 51 (2008).
- The Chemehuevi People of the Coachella Valley, with Clifford Trafzer and Luke Madrigal. Coachella CA, Chemehuevi Press 1997.

Juana Majel-Dixon (Pauma Band of Luiseño Indians)

- Ph.D., U.S. Policy And Education, San Diego State University/Claremont Graduate University (ABD)
- M.S. Counseling, San Diego State University (1993)
- M.A. Community Block Development, San Diego State University (1989)
- B.S. Human Behavior, National University, San Diego, CA (1989)
- Adjunct Professor, Palomar College, American Indian Studies (Present-1981)
- Adjunct Professor, San Diego State University
- Adjunct Professor, Mesa College

American Indian Affiliations

- Policy Director, Pauma Band of Mission Indians, (Present-2000)
- Natural Resource Director, Pauma Band of Mission Indians (Present-1997)
- 1st Vice President of the National Congress of American Indians (NCAI)
- Secretary of the National Congress of American Indians
- Co-chair for Violence Against Women Act
- Chair for Cultural and Religious Concerns Committee
- NCAI Liaison for Medicare/Medicaid Case Management and the Tribal Technical Team
- NCAI Liaison for Alcohol Substance Abuse Summit
- Co/chair with Chief Tillman to the first Trust Reform Group with Assistant Secretary of the Depart of the Interior, Kevin Gover
- Indigenous Representative of North America (Canada & United States) to the World Conference Against Racism
- Liaison for Native peoples of North America to the World Indigenous Conference for the protection of Sacred and Religious Rights
- Pacific Representative on the Tribal Nations Leadership Council to Eric Holder Attorney General of the United States
- Pacific & Hawaii Representative on the Substance Abuse Mental Health Service Act
- NCAI Representative to the National Sexual Assault Task Force to the Department of Justice, Office of Victims of Crimes and Office of Violence Against Women
- Member of National Native Policy and Research Council

b. *Space and facilities that would be used in support of the proposed program.*

AIS will need office space for new faculty, an additional office for lecturers, GIS-lab use, and lecture space to support the new courses offered each semester. In the interim faculty/lecturers are sharing office SBSB 2236, and the Chair is housed in the CICSC, which is serving a dual purpose as the department office for the AIS major and the CICSC.

- c. *A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.*

The Dean of the University Library, Dr. Jennifer Fabbi, reviewed the proposal for the BA in American Indian Studies and notes and supports the proposal. Dean Fabbi recommends expanding the focus of the library's current physical collections, which have a "curricular emphasis on History and Literature and Writing," to meet the curricular needs of the proposed new courses, such as Federal Indian Law and Policy, American Indian Religion and Philosophy, and American Indian Art. Dean Fabbi recommends that all AIS syllabi be sent to the library so that the Library can "tailor the collection to the curricular needs of the new program." In addition, she recommends a subscription to *Kanopy Streaming* to allow students and faculty to access full-length films and other media that can be embedded in Cougar Courses. The subscription would allow access to the digital materials from on or off campus. The cost to support the acquisition of these resources is approximately \$5,000. A breakdown of the expenses is detailed in the Library Report in Appendix K (Library Report). These expenses are accounted for in the budget proposal in Appendix H.

- d. *Existing academic technology, equipment, and other specialized materials currently available.*

The Dean and Chief Information Officer for Instructional and Informational Technology Services (IITS) reviewed the Major proposal for Bachelor of Arts in American Indian Studies and found that "no significant long term support impact was identified. The Memorandum received on February 29, 2016 is attached. Dean Morningstar outlined the anticipated support requirements as follows:

1. For the seven (7) new courses outlined in the proposal, each may take three to five hours of instructional developer support depending upon the instructor's familiarity with Moodle and technologies that they plan to utilize within their courses.
2. Any new course must also comply with the CSU Accessibility Technology Initiative (ATI) guidelines for instructional materials. An instructional developer will meet with the faculty member designing the new course to review specific accessibility guidelines and ensure that the course content is in compliance with the ATI. Assistance with these items accessible may take up another three hours of instructional development time.
3. If any of the instructors are not familiar with Moodle, additional training would be encouraged. Training can range from one to twenty plus hours depending on the interactive content, media integration and course format.

8. Additional Support Resources Required (CPEC "Total Costs of the Program")

- a. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*

To support the implementation and growth of the proposed major, adjunct faculty hires will be required in year one along with support staff hire and two faculty tenure-track positions will be required: one in year two and one in year five. First year costs will be offset by the transition of tenure-track American Indian Studies Faculty into the department and major. A complete budget breakdown is in Appendix H. Contractual support from adjunct faculty to deliver AIS core and elective courses will augment the shortfall of faculty and provide ongoing support as needed. Candidates for these positions will require degrees in American Indian Studies or related fields coupled with evidence and a record of experience, research, and collaboration with American Indian communities. The proposed program will require the immediate hire of Adjunct Faculty support to teach three to five courses per semester in year one. The program will then require a faculty-tenure line in year two and a second faculty tenure line in year five to support and sustain the anticipated growth of the major. See Appendix H for details of support costs.

b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate additional facilities that will be required. If space is under construction, what is the projected occupancy date? If space is planned, indicate campus-wide priority of facility, capital outlay priority, and projected date of occupancy.

Any new major means adding courses and course sections. Fortunately, the Academic Senate recently endorsed a new schedule beginning in fall 2016 that allows colleges and departments to better utilize space at the university. We anticipate the addition of five courses each semester for students to complete the major in a timely manner.¹⁵ Initially, that would mean 1 section for each new course during the academic year. Eventually, we may need more course offerings and sections; however, in the immediate future, we anticipate the need for 5 additional classrooms, including the use and regular scheduling of classes in the GIS lab to facilitate our place-based learning projects. These classroom additions should be readily available within the new university schedule. Since the courses also offer GE credit, given the track record for full enrollment each semester in AIS courses that offer GE credit, we anticipate that our new classes will fill with other students besides those in the major.

c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.

See Appendix K for Library Report from Dean J. Fabbi.

d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

See Section 7d, Existing Support Resources for Proposed Major.

¹⁵ The Native Studies minor was only able to offer 1 Native Studies course per semester—which was not conducive to student progress towards completion of the Minor. For the Major to succeed, students will need more courses offered on a consistent and rotational basis.

Appendix A
Bachelor of Arts in American Indian Studies
Suggested Course Schedule

YEAR 1, FALL SEMESTER		YEAR 1, SPRING SEMESTER	
Course	Instructor	Course	Instructor
AIS 101	Faculty Hire 1	AIS 150	Faculty Hire 1
AIS 220	Faculty Hire 1	AIS 240	Faculty Hire 1
AIS 230	Adjunct	AIS 280	Adjunct
AIS 350	Proudfit	AIS 348	Proudfit
AIS 370	Proudfit	AIS 468	Proudfit
AIS 400	Faculty Advisor	AIS 490	Faculty Advisor
YEAR 2, FALL SEMESTER		YEAR 2, SPRING SEMESTER	
Course	Instructor	Course	Instructor
AIS 101	Faculty Hire 1	AIS 150	Faculty Hire 1
AIS 220	Faculty Hire 1	AIS 240	Faculty Hire 1
AIS 230	Faculty Hire 1	AIS 290	Adjunct
AIS 350	Proudfit	AIS 400	Proudfit
AIS 400	Proudfit	AIS 468	Proudfit
AIS 498	Faculty Advisor	AIS 490	Faculty Advisor
YEAR 3, Fall Semester		YEAR 3, Spring Semester	
Course	Instructor	Course	Instructor
AIS 101	Faculty Hire 1	AIS 150	Faculty Hire 1
AIS 220	Faculty Hire 1	AIS 240	Faculty Hire 2
AIS 230	Faculty Hire 2	AIS 280	Faculty Hire 1
AIS 350	Proudfit	AIS 350	Faculty Hire 2
AIS 348	Faculty Hire 2	AIS 400	Faculty Hire 2
AIS 370	Faculty Hire 2	AIS 468	Proudfit
AIS 498	Faculty Advisor	AIS 490	Faculty Advisor

Appendix B

TOTAL UNITS REQUIRED = 120
TOTAL UNITS FOR MAJOR = 46

MAJOR WORKSHEET
CATALOG YEARS: 2016-2017

AMERICAN INDIAN STUDIES MAJOR

Student Name _____ ID# _____ Grad Term: _____

This worksheet is for supplemental purposes only. The University will use your Academic Requirements Report (ARR) to track your graduation requirements, including those for the major. Please check your ARR for accuracy. If your ARR requires a correction, please submit an ARR Correction Form.

- All non-articulated courses **MUST** be reviewed and approved by a faculty advisor.
- All courses used for the major must be completed with a grade of C (2.0) or better.
- A Minimum of 27 units in the Major must be completed at CSUSM.
- Upper-division coursework and electives (Core and Electives) must total a minimum of 27 units
- Courses used for the major may **NOT** double count towards upper-division general education requirements and may **NOT** be in the same discipline as your major.

LOWER DIVISION CORE COURSEWORK (15 UNITS)

Preparation for the Major (6 units):

	Course Number/Title	Units
<input type="checkbox"/>	AIS 101 – Introduction to American Indian Studies	3
<input type="checkbox"/>	AIS 150 —Introduction to Federal Indian Law and Policy	3

Lower-Division Critical/Theoretical/Cultural Courses (9 units):

Select 3 courses from the following:

- **AIS 220**—American Indian Religion, Philosophy, and Worlds
- **AIS 230**—Contemporary Issues in American Indian Art
- **AIS 240**—American Indian and Environmental Issues
- **AIS 280**—American Indian Culture and Language
- **AIS 290**—American Indian Education, Equity, and Social Justice

	Course Number/Title	Units
<input type="checkbox"/>		3
<input type="checkbox"/>		3
<input type="checkbox"/>		3

UPPER DIVISION REQUIREMENTS (31 UNITS)

American Indian Studies Core (22 units):

	Course Number/Title	Units
<input type="checkbox"/>	AIS 348 – American Indian Communities—(GE: DD)	3
<input type="checkbox"/>	AIS 350 – Imagining Indians: American Indians, Media, Film and Society	3
<input type="checkbox"/>	AIS 400 – Contemporary American Indian Health and Wellness	3
<input type="checkbox"/>	AIS 468 – American Indian Political and Economic Development	3
<input type="checkbox"/>	AIS 490 —American Indian Studies Research, Methods, and Applications	4
<input type="checkbox"/>	AIS 498 —Internship or Special Project in an American Indian Community	3

Select 1 course from the following:

- **AIS 370***—American Indian Women and Activism
- **AIS 440***—American Indian Traditional Ecological Knowledge

	Course Number/Title	Units
<input type="checkbox"/>		3

American Indian Studies Electives (9 units):

Select 3 courses from the following:

- **AIS 370***—American Indian Women and Activism
- **AIS 390** – Independent Study in American Indian Themes
- **AIS 440***—American Indian Traditional Ecological Knowledge
- **LTWR 345** – Native American Literatures
- **VSAR 440**—Advanced Digital Arts

	Course Number/Title	Units
<input type="checkbox"/>		3
<input type="checkbox"/>		3

Date _____	Advisor Signature _____
-------------------	--------------------------------

Appendix C

California State University San Marcos Major: AMERICAN INDIAN STUDIES

Concentration: n.a.
 Catalog Year(s): 2016
 Degree Units: 120

*This student is remediated in math and English

*This student took 4 years of high school language other than English

First Semester		Second Semester		Comments	
PSCI 100 (GE Area Dc, Dg)	3	GEO 102 (GE Area A1)	3		[*GEL 101]: Advisor recommends GEL 101 as GE Area E course
GE Area B4	3	GEW 101 (GE Area A2)	3		
Language Course 201 (GE Area C3)	3	GE Area B1/B3 or B2/B3 [*lab]	3		[*B1B2]: Students must take one GE Area B1 and one GE Area B2
GE Area E [*GEL 101]	3	AIS 150 (GE Area D)	3		
AIS 101 (GE Area D7)	3	LDGE: A3, C1, C2, Dh	3		[*lab]: Only one lab (GE Area B3) is needed. GE Area B3 can be taken alone or attached to a GE Area B1 or GE Area B2 course.
Total Units:	15	Total Units:	15		
Third Semester		Fourth Semester			[*UDGE]: Must be taken after 60 units have been completed. May not double count for both major and GE. May not be in the same discipline as major. [*elect]: General electives can be any lower-division or upper-division non-remedial course. If taken at a community college, must be CSU transferable. [*AIS1]: American Indian Studies Electives. Choose 2 courses (6 units) from the following: LTWR 345, AIS 370, AIS 390, V\$AR 440
AIS 200-level Course	3	AIS 200-level Course	3		
GE Area B1 or B2 [*B1B2] [*lab]	3	AIS 200-level Course	3		
LDGE: A3, C1, C2, Dh	3	LDGE: A3, C1, C2, Dh	3		
LDGE: A3, C1, C2, Dh	3	General Elective [*elect]	3		
General Elective [*elect]	3	General Elective [*elect]	3		
Total Units:	15	Total Units:	15		
Fifth Semester		Sixth Semester			
AIS 348	3	AIS 400	3		
AIS 350	3	AIS 468	3		
General Elective [*elect]	3	AIS Elective [*AIS1]	3		
UDGE: BB, CC, DD [*UDGE]	3	General Elective [*elect]	3		
General Elective [*elect]	3	UDGE: BB, CC, DD [*UDGE]	3		
Total Units:	15	Total Units:	15		
Seventh Semester		Eighth Semester		Prerequisites for CORE Courses	
AIS 490	3	AIS 498	3		
AIS 370 or 440	3	AIS Elective [*AIS1]	3		
General Elective [*elect]	3	General Elective [*elect]	3		
UDGE: BB, CC, DD [*UDGE]	3	General Elective [*elect]	3		
General Elective [*elect]	3	General Elective [*elect]	3		
Total Units:	15	Total Units:	15		

Faculty Approval
Date:
Name:

Semester of Offerings
Fall Only:
Spring Only:

Appendix D

Bachelor of Arts American Indian Studies

Program Student Learning Outcomes (PSLO) Map¹⁶

		Preparation for Major & Major Requirement										
		Introduction to Major				Upper-Division Core						Capstone
Program Student Learning Outcomes (PSLOs)		AIS 101/150	AIS 220/230	AIS 240	AIS 280/290	AIS 348	AIS 350	AIS 370	AIS 400	AIS 468	AIS 490	AIS 498
SLO 1:	<i>Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.</i>	I	I	I	I	R	R	R	M	M	M	M
SLO 2:	<i>Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.</i>	I	I	I	I	R	R	R	M	M	M	M
SLO 3:	<i>Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.</i>	I	I	I	I	R	R	R	M	M	M	M
SLO 4:	<i>Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.</i>	I	I	I	I	R	R	R	M	M	M	M
SLO 5:	<i>Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.</i>	I	I	I	I	R	R	R	M	M	M	M

¹⁶ The four Program Learning Outcomes are expanded utilizing the 21st Century Framework for Education. We applied Bloom's Taxonomy 2020 to our PLO's to develop the following SLO's. Furthermore, in every course, the skills and concepts from the 21st Century Framework articulated in the 7 C's will be introduced, reinforced, or applied at an advanced level. *The skills and concepts*

Appendix E

Bachelor of Arts American Indian Studies

Comprehensive Assessment Plan

<i>a</i>	<i>b</i>	<i>c</i>	<i>D</i>	<i>e</i>	<i>F</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>
<i>ULOs</i>	<i>PSLOs</i>	<i>Courses (Where SLOs are assessed)</i>	<i>Assessment activities (to measure each SLO)</i>	<i>Suggested assessment tools</i>	<i>Assessment schedule – how often SLOs will be assessed</i>	<i>How will data/ Findings be reported?</i>	<i>Designated personnel to collect, analyze, and interpret student learning outcome data</i>	<i>Program Data, Findings & Dissemination schedule</i>	<i>Anticipated closing the loop strategies</i>
1, 2, 3	1) Describe the legal foundations of American Indian political identity through an analysis of tribal sovereignty.	AIS 101	Pre-Test	All 6 PSLOs covered in both Pre/Post-Tests Projects evaluated by rubric	Year 1 (Biennial schedule – all assessments)	Exam or rubric scores will be aggregated, reviewed by team, reported to program faculty; annual reports to Academic Programs	Course instructor(s), program faculty	Semester following assessment activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year
1, 2, 3	2) Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.	AIS 490	Post-Test						
1, 2, 3	3) Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.	AIS 468	Project						
1, 2, 3	5) Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.								
1, 3, 4	4) Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.	AIS 101 AIS 490 AIS 350	Pre-Test Post-Test Project	All 6 PSLOs covered in both Pre/Post-Tests Projects evaluated by rubric	Year 2 (Biennial schedule – all assessments)	Exam or rubric scores will be aggregated, reviewed by team, reported to program faculty; annual reports to Academic Programs	Course instructor(s), program faculty	Semester following assessment activity	Program faculty will determine if change is needed; implement change in following year; re-measure the following year

Appendix F

Undergraduate Learning Outcomes (ULOs)

Students graduating with a Bachelor's degree from CSU San Marcos will be creative, empathetic, and engaged life-long learners who are:

- 1) Knowledgeable in their field of study. Students will be able to:**
 - a. Articulate, integrate, and apply theories and methods of a field of study to create professional, scholarly, and/or artistic work

- 2) Comprehensive and critical thinkers. Students will be able to:**
 - a. Identify key concepts and develop a foundation for future inquiry
 - b. Analyze complex problems and develop solutions by applying quantitative and qualitative reasoning, integrating knowledge and skills from a variety of disciplines
 - c. Construct well-reasoned arguments based on evidence

- 3) Globally and culturally intelligent. Students will be able to:**
 - a. Apply multiple perspectives to address local, regional, global, and cultural issues.
 - b. Demonstrate an intermediate proficiency in a language other than English

- 4) Skilled communicators. Students will be able to:**
 - a. Communicate clearly and effectively in both written and oral forms
 - b. Tailor communication to audience and context

Appendix G

Master List American Indian Studies Courses (Including course offerings at Palomar College and CSUSM electives)

CORE COURSES FOR AIS MAJOR

COURSE #	TITLE	CORE/ELECTIVE	EXISTS/NEW	CAMPUS
AIS 101	Introduction to American Indian Studies	Core	Exists	CSUSM
AIS 150	Introduction to American Indian Federal Indian Law and Policy	Core	New	CSUSM
AIS 220	American Indian Religion, Philosophy, and Worldview	Core	New	CSUSM
AIS 230	Contemporary Issues in American Indian Art	Core	New	CSUSM
AIS 240	American Indians and Environmental Issues	Core	New	CSUSM
AIS 280	American Indian Culture and Language	Core	New	CSUSM
AIS 290	American Indian Education, Equity, and Social Justice	Core	New	CSUSM
AIS 348	American Indian Communities	Core	Exists	CSUSM
AIS 350	Imagining Indians: American Indians, Media, Film, and Society	Core	Exists	CSUSM
AIS 370	American Indian Women and Activism	Core	Exists	CSUSM
AIS 390	Independent Study in American Indian Themes	Core	Exists	CSUSM
AIS 400	Contemporary American Indian Health and Wellness	Core	Exists	CSUSM
AIS 468	American Indian Political and Economic Development	Core	Exists	CSUSM
AIS 440	American Indian Traditional Ecological Knowledge	Core	New	CSUSM
AIS 490	American Indian Studies Research, Methods, and Applications	Core	New	CSUSM
AIS 498	Internship or Special Research Project in an American Indian Community	Core	Exists	CSUSM

Total Courses (Existing/New): 16

ELECTIVE COURSES

COURSE #	TITLE	CORE/ELECTIVE	EXISTS/NEW	CAMPUS
AIS 100	Introduction to American Indian Studies	Elective	Exists	Palomar
AIS 101	The American Indian Frontier from Colonialism through the Present	Elective	Exists	Palomar
AIS 102	The American Indian and the US Political System	Elective	Exists	Palomar
AIS 104	The Music of Native America	Elective	Exists	Palomar
AIS 105	History of Native American Arts	Elective	Exists	Palomar
AIS 107A	Elementary Luiseño 1A	Elective	Exists	Palomar
AIS 107B	Elementary Luiseño 1B	Elective	Exists	Palomar
AIS 108A	Elementary Luiseño 2A	Elective	Exists	Palomar
AIS 108B	Elementary Luiseño 2B	Elective	Exists	Palomar
AIS 110	History of the Plain Indians	Elective	Exists	Palomar
AIS 115	A History of the Southwest Indians	Elective	Exists	Palomar
AIS 120	Indians of the Americas	Elective	Exists	Palomar
AIS 125	American Indians Today	Elective	Exists	Palomar
AIS 130	Prehistoric Cultures of North America	Elective	Exists	Palomar
AIS 135	California Indian Arts	Elective	Exists	Palomar
AIS 139	Native American Linguistics	Elective	Exists	Palomar
AIS 140	The Original Californians	Elective	Exists	Palomar
AIS 145	American Indian Literature	Elective	Exists	Palomar
AIS 146	American Indian Theater, Dance, and Music	Elective	Exists	Palomar
AIS 150	American Indian Philosophy and Religion	Elective	Exists	Palomar
AIS 151	Elementary Cupeño 1A	Elective	Exists	Palomar
AIS 152	Elementary Cupeño 1B	Elective	Exists	Palomar

AIS 153	Elementary Cupeño 2A	Elective	Exists	Palomar
AIS 154	Elementary Cupeño 2B	Elective	Exists	Palomar
AIS 155	American Indian Community Development	Elective	Exists	Palomar
AIS 160	American Indian Education	Elective	Exists	Palomar
AIS 161A	Elementary Classical Nahuatl 1A	Elective	Exists	Palomar
AIS 161B	Elementary Classical Nahuatl 1B	Elective	Exists	Palomar
AIS 165	Native Women in the Americas	Elective	Exists	Palomar
AIS 166A	Elementary Cahuilla 1A	Elective	Exists	Palomar
AIS 166B	Elementary Cahuilla 1B	Elective	Exists	Palomar
AIS 167A	Elementary Cahuilla 2A	Elective	Exists	Palomar
AIS 167B	Elementary Cahuilla 2B	Elective	Exists	Palomar
AIS 170	Political/History Problems and Issues of California Indians	Elective	Exists	Palomar
AIS 175	American Indian Science and Technology	Elective	Exists	Palomar
AIS 197	American Indian Studies Topics	Elective	Exists	Palomar
AIS 207A	Luiseno 3A	Elective	Exists	Palomar
AIS 207B	Luiseno 3B	Elective	Exists	Palomar
AIS 295	Directed Study in American Indian Studies	Elective	Exists	Palomar
LTWR 345	Native American Literature	Elective	Exists	CSUSM
AIS 370	American Indian Women and Activism	Elective	Exists	CSUSM
AIS 380	Special Topics in American Indian Studies	Elective	Exists	CSUSM
AIS 390	Independent Study	Elective	Exists	CSUSM
AIS 440	American Indian Traditional Ecological Knowledge	Elective	Exists	CSUSM
VSAR 440	Advanced Digital Arts	Elective	Exists	CSUSM

Total Elective Courses: 45

Appendix H Support Costs

	Yr 1	Yr 2	Yr 3	Y 4	Yr 5
FY	20	20	25	25	25
SOPH	0	18	18	22	22
JUNIOR	10	15	32	32	35
SENIOR	0	10	15	32	32
TOTAL	30	63	90	111	114
FTES	26.00	54.60	78.00	96.20	98.80
Revenue to AA	\$104,000	\$218,400	\$312,000	\$384,800	\$395,200

Planning Assumptions

1. 10% attrition from FY to SOPH
2. 5% attrition from SOPH to JUNIOR
3. By Yr 5, program at steady state
4. FTES assumes average unit load of 13 units undergrad.
5. Academic Affairs will receive approx. \$4,000 per FTES. Might require UBC request.

Figure 1: FTES and Projected Program Growth
Anticipated Program Costs

		Year 1		Year 2		Year 3		Year 4		Year 5
Personnel										
TT Faculty w/benefits	1	\$95,880	2	\$191,760	2	\$191,760	3	\$287,640	3	\$287,640
Lecturers w/benefits	0.5	\$37,584	0.5	\$37,584	1	\$75,167	0.3	\$15,993	0.5	\$37,584
Staff w/benefits	1	\$49,350	1	\$49,350	1	\$49,350	1	\$49,350	1	\$49,350
Space										
Construction										
Renovation										
Library Resources										
Acquisition				\$1,500		\$1,500		\$1,500		\$1,500
Subscription		\$6,000		\$6,000		\$6,000		\$7,000		\$7,000
Equipment/Materials										
Durable		\$6,700								
Expendable										
Program Costs		\$239,514		\$286,194		\$323,777		\$369,483		\$383,074

Planning Assumptions: 1. Starting Faculty Costs = \$68,000 (salary) + 41% benefits; 2. Average Lecturer Costs = \$1777/wtu + 41% benefits if time base at .4; 3. Staff Costs = salary + 41% benefits; 4. Salary costs do not include pay increases. Use increase information if available.

Appendix I

Provost's American Indian Studies Task Force

- Cyrus Masroori, Chair, CHABSS, Political Science
- Ranjeeta Basu, CHABSS, Economics
- Annette Daoud, CEHHS, Multilingual/Multicultural Education
- Richelle Swan, CHABSS, Sociology
- Dawn Formo, Dean of Undergraduate Studies
- Scott Greenwood, CHABSS, Associate Dean
- Pat Stall, CEHHS, Education
- Betsy Read, CEHHS, Biology
- Joely Proudfit, CHABSS, Sociology & Native Studies

American Indian Studies Department

- Joely Proudfit, Department Chair
- Jo Ellen Anderson, Support Staff
- Theresa Gregor, Lecturer
- Deborah Morton, Lecturer
- Anthony Madrigal, Lecturer
- Juana Majel-Dixon, Lecturer

2012-2015 Native Studies Advisory Board – This group was invited to participate in the restructuring of the Native Studies minor.

- Fredi Avalos, Communications
- Jonathan Berman, VPA
- Denise Boren, Nursing, Public Health
- Bill Bradley, Music
- Marisol Clark-Ibanez, Sociology
- Kristine Diekman, VPA
- Greg Guthey, Liberal Studies, Geography
- Merryl Goldberg, VPA
- Minda Martin, VPA
- Konane Martinez, Anthropology
- Deborah Morton, Kinesiology
- Dreama Moon, Communication
- Liliana Rossman, Communication
- Garry Rolison, Sociology
- Devan Romero, Kinesiology
- Xuan Santos, Sociology
- Deborah Small, VPA
- Thomas Spady, Biology
- Patricia Stall, Education
- Theresa Suarez, Sociology
- Tishmall Turner, Tribal Liaison
- Patti Dixon, Native Advisory Council
- Theresa Gregor, Native Advisory Council

2012-2015 Native Studies Curriculum Committee

- Joely Proudfit, Native Studies Coordinator and Associate Professor Sociology
- Marisol Clark-Ibanez, Associate Professor Sociology
- Sharon Elise, Professor Sociology (2012-13)
- Garry Rolison Professor Sociology
- Theresa Suarez, Assistant Professor Sociology
- Xuan Santos, Assistant Professor Sociology

American Indian Studies Strategic Planning Committee

- Pat Vandolah, Facilitator
- Joely Proudfit, CHABSS, American Indian Studies
- Ranjeeta Basu, CHABSS, Economics
- Rebecca Lush, CHABSS, Literature and Writing
- Cyrus Masroori, CHABSS, Political Science
- Deborah Small, CHABSS, Visual and Performing Arts
- Richelle Swan, CHABSS Sociology
- Pat Stall, CEHHS, Education
- Betsy Reed, CEHHS, Biology Department
- Rodney Beaulieu, CEHHS, Department of Human Development
- Annette Daoud, CEHHS, Multilingual/Multicultural Education
- Patti Dixon, Palomar College, Professor American and American Indian Studies
- Theresa Gregor, Researcher California Indian Culture and Sovereignty Center & Lecturer, American Indian Studies
- Tishmall Turner, CSUSM Office of Community Engagement, Tribal Liaison,
- Domenica Pearl, Student Affairs
- Mr. Denis Turner, Executive Director, Southern California Tribal Chairman's Association
- Mr. Paul Cuero, Vice Chairman, Campo Band of Kumeyaay Indians
- Mr. Steve Banegas, Kumeyaay Cultural Repatriation Committee Chair, Barona Band of Mission Indians
- Mr. Steve Newcomb, Lead Researcher, Sycuan Band of Kumeyaay Indians, Kumeyaay Community College
- Dorothy Althers, Esq., California Indian Legal Services
- Mark Rafoff, Esq., California Indian Legal Services
- Perse Lewis, Tribal Liaison & Professor of Practice, University San Diego, Sociology
- Michael Murphy, American Indian Student Alliance
- Ernestina Martinez, American Indian Student Alliance

American Indian Studies Strategic Final Plan

AMERICAN INDIAN STUDIES DEPARTMENT

STRATEGIC PLAN
2015-2020

STRATEGIC PLAN

AMERICAN INDIAN STUDIES DEPARTMENT

MISSION AND VISION

MISSION

The American Indian Studies Department provides students with a research, community, and place-based program of study. We accomplish this through an integrated approach to understanding tribal knowledge about the diverse history, government-to-government relationships, community, culture, and social needs of American Indians in California and the US. Students in AIS learn to work effectively with and for Original Nations and tribal communities as they interface with non-Indian communities to exercise tribal sovereignty.

FIVE-YEAR VISION

The American Indian Studies Department will provide a forward looking approach to and engagement with American Indian epistemologies. This includes a critical reexamination of the politics of sovereignty and a comparative focus on Original Nations, communities, and peoples as distinct polities in the Americas. Our graduates will be prepared to work with and for American Indian governments, businesses, agencies, organizations, and communities in a variety of fields, such as health care, education, and the nonprofit sector. The capstone courses for the Major will engage students to apply their knowledge through direct engagement with Original Nations and non-Indian communities.

STRATEGIC OBJECTIVE 1

Complete approval for and implementation of Major Curriculum

(Measurable Goals for 2015 and 2016)

Measurable Goal A: Obtain approval of “A” form (2015)

Measurable Goal B: Obtain approval of “P” form (2016)

Measurable Goal C: Obtain approval of Minor revisions and implement new Minor curriculum (2015)

Measurable Goal D: Obtain approval of Major (2016)

STRATEGIC OBJECTIVE 2

Define and obtain required Departmental resources

(Measurable Goals for 2015-2017)

Measurable Goal A: Define tenure track and adjunct faculty resources and additional academic coordination staff (personnel) (2016)

Measurable Goal B: Obtain classroom and lecture spaces (2015)

Measurable Goal C: Identify marketing resources (2015)

Measurable Goal D: Develop online capability (2016-2017)

STRATEGIC OBJECTIVE 3

Increase student enrollment

(Measurable Goals for 2015 - 2020)

Measurable Goal A: Print required collateral materials for presentations and workshops (2016-2020)

Measurable Goal B: Develop outreach program to Community Colleges and Tribal Educational Centers and Youth Programs (2015-2020)

Measurable Goal C: Explore partnership with USD (2015-2016)

Measurable Goal D: Develop detailed on campus and off campus marketing plan (2016-2017)

Measurable Goal E: Develop internship/hiring agreement with regional tribes for AIS majors/minors (2016-2017)

Measurable Goal F: Develop Hybrid / Online course conversions (2017-2020)

STRATEGIC OBJECTIVE 4

Finalize partnership with Palomar College

(Measurable Goals for 2015 and 2016)

Measurable Goal A: Obtain letter of support from Palomar AIS (2015)

Measurable Goal B: Create transfer agreement (2016)

Measurable Goal C: Identify transferable courses to CSUSM AIS Major (2016)

Measurable Goal D: Finalize agreement with Articulation Officer (2016)

STRATEGIC OBJECTIVE 5

Develop and implement research framework and guidelines

(Measurable Goals for 2016 and 2017)

Measurable Goal A: Continue State of AIAN Education in CA Report (2016)

Measurable Goal B: Research AIAN experience at CSUSM/CSU (2017)

Measurable Goal C: Create user-friendly data platforms (2017)

STRATEGIC OBJECTIVE 6

Establish AIS Community Learning Program

(Measurable Goals for 2017 and 2020)

Measurable Goal A: Conduct parent outreach, education and advocacy for AIAN student recruitment (2017-2018)

Measurable Goal B: Partner with College of Education to create Teacher–Community Forums and Training with AIS courses/certificates (2018-2019)

Measurable Goal C: Execute GIS integration in AIS courses (2016-2020)

Measurable Goal D: Establish online capacity for course offerings (2020)

Appendix J

Letters of Support for Major creation at CSUSM from:

- Autry Museum
- California Indian Museum and Cultural Center (CIMCC)
- California National Indian Gaming Association (CNIGA)
- Inter Tribal Sports
- Minority Business Development Agency, US Department of Commerce
- National Indian Education Association
- Nexus Community Solutions
- NativeHire
- Palomar College
- Southern California Tribal Chairman's Association (SCTCA)
- Santa Ynez Band of Chumash Education Committee
- Vision Maker Media



Autry National Center

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

September 24, 2015

Dear Dr. Proudfit,

Native Voices at the Autry enthusiastically endorses the development of an American Indian Studies Major at Cal State University San Marcos. With the increased viability and need for the *California Indian Cultural and Sovereignty Center*, an increasing number of Native Americans enrolling at the university, and the regional and statewide opportunities for careers for individuals working for or with an American Indian tribe, government, or business, the time is ripe to expand the American Indian curriculum from a minor to a major.

Native Voices at the Autry is dedicated to the development and production of new work for the stage by Native Americans and advancing the careers of Native American theatre artists nationally. Founded in 1994, we represent one of the growing number of media and cultural outlets for Native Americans in Los Angeles. We partner with organizations that focus more closely with Film and Television, American Indians in media, as well as culturally specific needs in the Autry National Center as well as other cultural institutions in Los Angeles. Both Native Voices and the Autry National Center would be excited about the prospect of connecting with CSUSM graduates, who might earn an American Indian Studies degree. We would also like to meet current students that would be interested in internships in theatre, or museum work. We work with many tribes and Native communities throughout the region and country. We will be very happy to find students who have graduated with the knowledge and skills particular to the tribal community needs.

In 2016 Native Voices at the Autry has applied for a three-year grant with the La Jolla Playhouse with the Irving Foundation. If funded, we look forward to the possibility of building a partnership with CSUSM's department of American Indian Studies to ensure that your graduates have access to internships and are well positioned for jobs in the future. We would



Autry National Center

be happy to speak with you more about these goals and plans. Please feel free to contact me at 619-594-0229 or Reinholz@mail.sdsu.edu with question or ideas.

Respectfully,

Randy Reinholz
Producing Artistic Director, Native Voices at the Autry
Professor, San Diego State University

CALIFORNIA INDIAN MUSEUM & CULTURAL CENTER



September 1, 2015

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Dear Dr. Proudfit,

The California Indian Museum and Cultural Center (CIMCC) enthusiastically endorses the development of an American Indian Studies Major at Cal State University San Marcos. With the California Indian Cultural and Sovereignty Center, an increasing number of Native Americans enrolling at the university, and the regional and statewide opportunities for a career working for or with an American Indian tribe, government, or business the time is now to expand the American Indian curriculum from a minor to a major.

As a community resource non-profit specifically designed to contribute to the development of contemporary lives of the Indigenous peoples of California, as well as culturally enrich and benefit the people of California and the general public, CIMCC is very excited about the prospect of connecting with your graduates from CSUSM who will have earned an American Indian Studies degree. We work closely with many tribes and we will be very happy to find students who have graduated with the knowledge and skills particular to the tribal community needs.

CIMCC anticipates building a partnership with CSUSM's department of American Indian Studies to ensure that your graduates have access to internships and jobs in the future.

Respectfully,

A handwritten signature in blue ink, appearing to read "Nicole Lim".

Nicole Lim
Executive Director



California Nations Indian Gaming Association

2150 River Plaza Drive, Suite 120
Sacramento, CA 95833
Tel: 916-448-8706 Fax: 916-448-8758

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

September 21, 2015

Dear Dr. Proudfit,

The California Nations Indian Gaming Association (CNIGA) enthusiastically endorses the development of an American Indian Studies Major at Cal State University San Marcos. With the California Indian Cultural and Sovereignty Center, an increasing number of Native Americans enrolling at the university, and the regional and statewide opportunities for a career working for or with an American Indian tribe, government, or business the time is now to expand the American Indian curriculum from a minor to a major.

CNIGA is very excited about the prospect of connecting with your graduates from CSUSM who will have earned an American Indian Studies degree. We advocate for many tribes and will be very happy to see students who have graduated with the knowledge and skills particular to the tribal community needs.

Respectfully,

Lee Acebedo
Executive Director
California Nations Indian Gaming Association



“Unifying tribal youth and communities through structured athletic programs, while providing necessary resources and developing a strong foundation in native culture, leadership, and wellness.”

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

9/15/2015

Dear Dr. Proudfit,

Inter Tribal Sports, Inc. enthusiastically endorses the development of an American Indian Studies Major at Cal State University San Marcos. With the California Indian Cultural and Sovereignty Center, an increasing number of Native Americans enrolling at the university, and the regional and statewide opportunities for a career working for or with an American Indian tribe, government, or business the time is now to expand the American Indian curriculum from a minor to a major.

As a non-profit organization specifically designed to unify tribal youth and communities through structured athletic programs while providing necessary resources and developing a strong foundation in culture, leadership and wellness, Inter Tribal Sports is very excited about the prospect of connecting with your graduates from CSUSM who will have earned an American Indian Studies degree. We serve over 20 tribes and we will be very happy to find students who have graduated with the knowledge and skills particular to the tribal community needs.

Inter Tribal Sports anticipates building a partnership with CSUSM’s department of American Indian Studies to ensure that your graduates have access to internships and jobs in the future.

Respectfully,

Angelina Renteria,
Executive Director
Inter Tribal Sports

INTER TRIBAL SPORTS, 42232 RIO NEDO, SUITE A, TEMECULA, CA 92592
PHONE: 951-719-3444; FAX: 951-719-3466; EMAIL: INFO@INTERTRIBALSPORTS.ORG



Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

August 31, 2015

Dear Dr. Proudfit,

The Fresno MBDA Business Center, a Native American focused business center, enthusiastically endorses the development of an American Indian Studies Major at Cal State University San Marcos. With the California Indian Cultural and Sovereignty Center, an increasing number of Native Americans enrolling at the university, and the regional and statewide opportunities for a career working for or with an American Indian tribe, government, or business the time is now to expand the American Indian curriculum from a minor to a major.

As a federally funded project specifically designed to promote and encourage Native American tribes and companies, Fresno MBDA Business Center is very excited about the prospect of connecting with your graduates from CSUSM who will have earned an American Indian Studies degree. We promote, certify, match-make for procurement of contracts and jobs of many tribes and we will be very happy to find students who have graduated with the knowledge and skills particular to the tribal community needs.

Fresno MBDA Business Center anticipates building a partnership with CSUSM's department of American Indian Studies to ensure that your graduates have access to internships and jobs in the future.

Respectfully,

David Mendoza
Project Director, Fresno MBDA
(559) 354-6795



NATIONAL INDIAN EDUCATION ASSOCIATION

1514 P Street, NW (Rear), Suite B Washington, DC 20005
(202) 544-7290 (Phone) (202) 544-7293 (Fax) NIEA@niea.org (E-mail) www.NIEA.org

September 28, 2015

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Dear Dr. Proudfit,

On behalf of the National Indian Education Association (NIEA), the oldest and largest Native organization representing over 2,500 Native educators, students, teachers, parents, and tribal leaders, I am writing to request your support for the development and implementation of a new American Indian Studies Major at Cal State University San Marcos (CSUSM). The California Indian Cultural and Sovereignty Center has an increasing number of Native Americans enrolling at the university who would greatly benefit from an American Indian Studies concentration. Moreover, due to the countless opportunities for scholars to work with tribes in various capacities through government and business, the development of such a curriculum is vital to best support our Native students.

The imperative for an in depth understanding of Native people and their respective sovereign Native nations as they evolve in the 21st century underlies the request for the consideration of this proposal. Ultimately, the goals of the American Indian Studies (AIS) major reinforce the overall mission of a liberal arts education, which includes informing, enriching and strengthening humanistic values in society. The AIS concentration offers a unique interdisciplinary addition to existing programs throughout the university. Most importantly, the proposed AIS degree provides California Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

As the leading organization in Native education, NIEA serves as the critical link between our communities and the diverse array of institutions that serve our students in elementary, secondary, and postsecondary education. We fully support the development of an American Indian Studies program at CSUSM to help ensure that our students have the opportunity to learn and grow in a culturally competent program that aligns with their values. We hope you can support this proposal as we have. If you have any questions or concerns, please contact Dimple Patel, NIEA Policy Associate at 202.847.0034.

Thank you,

Melvin E Monette-Barajas
President

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

September 29, 2015

Dear Dr. Proudfit,

We, at Nexus Community Solutions, would like to strongly express our support for the development and establishment of an American Indian Studies Major at Cal State University San Marcos. We have had the privilege of working together with you and many of your staff on various projects through the California Indian Culture and Sovereignty Center (CICSC). As you are fully aware, Nexus Community Solutions is a consulting business owned and operated by retired law enforcement officers who are dedicated to connecting tribal communities with public safety and service providers whose disciplines bring them together with Sovereign Indian Tribes.

As a result of work in which we have collaborated with the CICSC, we have been able to provide crucial training to those who work throughout the State of California in the area of public safety. This training, which we present through the CICSC, is certified by the California Commission on Peace Officer Standards and Training (POST). California POST clearly recognized that the CICSC is the appropriate platform for this public safety training due to its strong connections to tribal communities throughout the state and its vision for institutionalizing such needed training.

Establishing an American Indian Studies Major at Cal State University San Marcos would allow for an even broader and detailed curriculum to be developed for future tribal leaders who will be faced with many challenges due to the complex tribal, federal and state jurisdictional issues that exist today on all tribal lands. We look forward to working together with you as you develop well-rounded courses that prepare students for their future endeavors.

Respectfully,

Alex Tortes, *Executive Director, Nexus Community Solutions*

Cindy Pierce, *Assistant Director, Nexus Community Solutions*



A Division of Southern California Tribal Chairmen's Association
35008 Pala-Temecula Rd, PMB 436, Pala, CA 92059

Dr. Joely Proudfit, Native Studies Program Coordinator
California State University
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

May 4, 2015

Dear Native Studies at CSUSM,

Nativehire enthusiastically endorses the development of an American Indian Studies Department/Major at Cal State University San Marcos. With the California Indian Cultural and Sovereignty Center and an increasing number of Native Americans enrolling at the university, it only makes sense to increase the American Indian curriculum from a minor to a major.

As a non-profit job search engine specifically designed to help Native Americans find jobs, Nativehire is very excited about the prospect of connecting with your graduates from CSUSM who will have earned an American Indian Studies degree. We have many tribes and tribally owned enterprises who use Nativehire to find qualified Native Americans to fill their positions. They will be very happy to find students who have graduated with the knowledge and skills particular to their community needs.

Nativehire hopes to build a partnership with your organization so that we can help make sure that your Native American students have access to internships and jobs in the future.

Respectfully,

Dr. Claudine Montes
Senior Education Specialist
cmontes@nativehire.org
760-560-8594

Bringing jobs to Native Americans



Adrian Gonzales
Interim Superintendent/President

Governing Board
Nancy C. Chadwick, M.S.W., M.P.A.
Mark R. Evilsizer, M.A.
John J. Halcón, Ph.D.
Nancy Ann Hensch, B.A.
Paul P. McNamara, B.A.
Student Trustee:
ASG President

Dr. Joely Proudfit
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, California 92069-0001

September 20, 2015

Dear Dr. Proudfit,

We, the American Indian Studies Department, at Palomar College support with great enthusiasm your development of an American Indian Studies Major. We note that there are interesting parallels in your proposed major with our course offerings.

Your major will allow our students to enroll in a dynamic program that embraces tribal histories with a vision to move forward into the twenty first century. We offer 9-10 courses in American Indian Studies, in support of our certificate and G.E. requirements, as well as 2-3 courses in American Studies, every semester. We average more than a thousand students each semester. Some of these students want more, and your American Indian Studies Department will offer that alternative.

Your emphasis on incorporating Indigenous epistemologies within traditional academic fields and areas such as nursing, communications, digital media, and education will clearly enhance your students' work force capability.

For more than forty years Palomar College has supported the American Indian Studies Department, including a satellite center on the Pauma Indian Reservation, the home of one of the nine local tribes in our school district. Equally important, Palomar is conscious of the fact each reservation functions as a sovereign nation committed to the welfare of their people, their viability, and the integral role they play in the economies of North County.

We anticipate a long and sustaining partnership with your American Indian Studies Department in preparing students with the knowledge and skills particular not only to tribal community needs, but the region as well.

Sincerely,

Patricia Dixon
Department Chair
AIS/AMS Department

✓ Cc: file

**Southern California
TRIBAL CHAIRMEN'S
Assoc., Inc.**



Dr. Joely Proudfit, Native Studies Program Coordinator
California State University
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

May 4, 2015

Dear Native Studies at CSUSM,

The Southern California Tribal Chairmen's Association (SCTCA) supports your efforts to develop an American Indian Studies major/department. We believe that providing Native American students with a curriculum that is relevant to their culture and to the current needs of their tribes is of utmost importance.

SCTCA represents nineteen local tribes, (and their tribal enterprises), who are always looking for educated and qualified job candidates. SCTCA employs over 100 people and we have Indian preference in our hiring. From internships to jobs, there will be a great benefit for American Indian Studies majors at CSUSM working with our nineteen-member tribal consortium and their enterprises.

We look forward to working with you to discuss how we can formalize our partnership for internship and hiring of AIS CSUSM graduates, once the department is established. Please let us know how we can continue to support your efforts to implement an American Indian Studies major at Cal State University San Marcos.

Sincerely,

A handwritten signature in blue ink that reads "Denis Turner". The signature is fluid and cursive, with a long horizontal stroke at the end.

Denis Turner
Executive Director
Southern California Tribal Chairmen's Association



Santa Ynez Band
of Chumash Indians

EDUCATION COMMITTEE

Sarah Moses
Chair

Rachel Pace
Vice Chair

Laura Colgate
Secretary/Treasurer

Ted Ortega
Member

Mercy Weller
Member

Rachel Nakano
Member

Ruth Pace
Member

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

September 26, 2015

Dear Dr. Proudfit,

I am pleased to support the development of an American Indian Studies major at California State University San Marcos. As the Education Director for the Santa Ynez Band of Chumash Indians and a member of the State Board of Education, I believe that the evolution of American Indian Studies from a minor program to a major is urgently needed in California. As home of the California Indian Cultural and Sovereignty Center, as a university that is recruiting and graduating a growing number of Native students, and as the economic and political presence of tribal entities increases exponentially throughout the United States, CSU San Marcos is uniquely positioned to initiate and sustain an American Indian Studies major.

As an educational administrator, I recruit personnel throughout the year to work with tribal community members. These positions range from administrative positions to support programs in our tribal community to credentialed teachers who work with our students from pre-K through adulthood. A significant gap I have identified in various searches for human resources is the level of understanding and preparation graduates have in Native communities and circumstances. A major at CSU San Marcos promises to enrich the talent pool for professional positions in our tribal enterprises. Equally important, our college-bound high school graduates have very few American Indian Studies options at the undergraduate level that are geographically close to home. As the California Indian Cultural and Sovereignty Center has created a welcoming home for Native students from many Nations, an American Indian Studies major will be a major draw for our high school graduates as they consider higher education options.

I look forward to welcoming CSU San Marcos graduates to our community as interns, researchers, teachers, and partners. Graduates with degrees in American Indian Studies will enjoy improved academic and career opportunities, as they will possess a strong foundation in the contemporary and historical realities of Native people. Your graduates will be highly valued and sought after by employers, as they will be able to apply their knowledge in ways that are relevant and sensitive.

Sincerely,

Niki Sandoval, Ph.D
Education Director
Santa Ynez Band of Chumash Indians
805-688-7997 x4202
nsandoval@santaynezchumash.org

America's First and Only Federally Recognized Band of Chumash Indians
P.O. Box 1234 • Santa Ynez, CA 93460 • 805-688-7997 • Fax 805-688-5131
www.santaynezchumash.org



VISION MAKER
M E D I A

Board of Directors

Chair
Robin Butterfield
(Winnebago/Chippewa)
Office of Native Education

Vice-chair
Mark Trahant
(Shoshone-Bannock)
University of North Dakota

Secretary
Dan Schiedel
OETA - The Oklahoma Network

Treasurer
Randal P. Hansen
Nebraska Educational
Telecommunications

Joni Buffalohead
(Sisseton-Wahpeton Dakota)
BlueCross BlueShield

Gavin Clarkson (Choctaw)
NMSU Department of Finance

Roy Clem
(Eastern Band of Cherokee)
Alabama Public Television

Mary Kathryn Nagle (Cherokee)
Quinn Emanuel Attorneys

Tina Osceola (Seminole)
Seminole Tribe of Florida

Jim Pagliarini
Twin Cities Public Television

Maya Solis
(Pascua Yaqui/Blackfeet)
Sundance Institute

Executive Director
Shirley K. Sneve
(Rosebud Sioux)

*Native Stories for
Public Broadcasting*

1800 N. 33rd Street
Lincoln, NE 68503-1409

p: 402.472.3522
f: 402.472.8675

www.VisionMakerMedia.org

August 31, 2015

Dr. Joely Proudfit, Chair
American Indian Studies Department
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001

Dear Dr. Proudfit,

Vision Maker Media supports the development of an American Indian Studies Major at Cal State University San Marcos. With the California Indian Cultural and Sovereignty Center, an increasing number of Native Americans enrolling at the university, and the regional and statewide opportunities for a career working for or with an American Indian tribe, government, or business the time is now to expand the American Indian curriculum from a minor to a major.

We work with Tribal people and Public Television stations all across the country in the development of documentary films for PBS. Students who have graduated with the knowledge and skills particular to the tribal community needs are an asset not only at their home reservations, but for the region in general.

Vision Maker Media looks forward to building a partnership with CSUSM's department of American Indian Studies to ensure that your graduates have access to internships and jobs in the future.

Respectfully,

Shirley K. Sneve
Executive Director

Appendix K

Library Report from Dean Fabbi dated March 16, 2016



California State University
SAN MARCOS

Library

University Library | California State University San Marcos | 333 S. Twin Oaks Valley Road | San Marcos, CA 92096-0001
Tel: 760.750-4330 | Fax: 760.750.3318 | jfabbi@csusm.edu | biblio.csusm.edu

Date: March 16, 2016

To: Dr. Joely Proudfit

From: Dr. Jennifer Fabbi
Dean, University Library

Subject: Library Review of the Proposal for Bachelor of Arts in American Indian Studies

Thank you for the opportunity to respond to the proposal for a Bachelor of Arts in American Indian Studies (AIS). The following information reviews the current capacity and describes probable needs of the CSUSM Library to support this program. Melanie Chu, Outreach Librarian and subject specialist for this program once approved, has reviewed the program proposal.

Our comments focus in particular on AIS Program Student Learning Outcomes 6: "PSLO 6: Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty." The Library has much to contribute in this area, and we would like to take this opportunity to recommend that AIS faculty and Library faculty work closely in collaboration to ensure the success of all AIS students.

Resource Implications

The University Library collection supports undergraduate research in AIS. The following journals and books are available electronically via the Library's website (<http://biblio.csusm.edu>). Relevant holdings currently include:

- ProQuest ebrary with access to over 20,000 electronic books containing the terms "Native American" or "American Indian" in their titles.
- ProQuest (via Ethnic NewsWatch) also provides access to 46 publications related to "Native Peoples" including *American Indian and Alaska Native Mental Health Research*; *The Circle: News from an American Indian Perspective*; and other small, independent presses. It is worth noting some tribally produced newspapers may not be indexed in databases.
- JSTOR with access to ten AIS journals, including *American Indian Quarterly*, *Journal of American Indian Education*, and *American Indian Law Review*.
- Project Muse with access to five AIS journals, including *Studies in American Indian Literatures* and *Wicazo Sa Review*.

The California State University

Bakersfield | Channel Islands | Chico | Dominguez Hills | East Bay | Fresno | Fullerton | Humboldt | Long Beach | Los Angeles | Maritime Academy
Monterey Bay | Northridge | Pomona | Sacramento | San Bernardino | San Diego | San Francisco | San Jose | San Luis Obispo | San Marcos | Sonoma | Stanislaus

- Academic Search Premier with access to *Ethnohistory* and *Native Studies Review*.
- LexisNexis Academic (currently, but most likely transitioning to Westlaw in 2016) with access to state and federal legal cases.

The Library's physical collection includes approximately 600 AIS-related print monographs and over 90 items in Media (DVDs, CDs, and VHS). Many of these items were collected with a curricular emphasis on History and Literature & Writing. With AIS courses proposed in Federal Indian Law and Policy, American Indian Religion and Philosophy, American Indian Art, and other current topics, there would be additional focus needed. As the curriculum for AIS is further established, the Library needs to be able to work closely with faculty in the AIS program to continue to provide a relevant and robust collection. Faculty should send their syllabi to Melanie Chu in order to ensure the Library can tailor the collection to the curricular needs of the program.

Although not stated under instructional resources, we recommend a subscription to a streaming media service for all new programs. Our media collection is limited as institutional rates for DVDs typically cost several hundred dollars per title. Converting DVDs into streaming media for Cougar Courses is labor and time intensive. A subscription to *Kanopy Streaming*, for example, would provide instant access to hundreds of feature length films and thousands of video clips, with links for faculty to embed in their Cougar Courses so students can watch from on or off campus. Streaming subscriptions are typically \$3000-5000 a year for access to specific collections (e.g. Indigenous Peoples of North America) and would benefit students in a variety of disciplines.

Core Resources	Notes	Cost
Monographs (print or electronic)	Titles related to curricular themes.	\$2,000 annually
Media (individual titles or streaming collection)	The Library will acquire digital access when at all possible.	\$5,000 annually

Faculty may, at any time, contact Melanie Chu regarding suggestions for additions to the collection. Further, reports, assessment, and other analysis of library collections in all subjects are done in response to program review, by the subject librarian.

Reference and instruction by subject specialist librarians

In addition to the information resource needs of the program, library faculty work closely with students throughout their time with CSUSM. For students to be able to successfully conduct the research needed for their papers, projects, and presentations, they need to receive in-depth training on searching for, finding, evaluating, and using reputable and scholarly literature. Melanie Chu can work with AIS faculty to identify courses in which library instruction would enhance the research effectiveness of their students.

Library instruction facilitates hands-on application of information literacy skills, ensuring students can identify, find, evaluate, and cite appropriate research. Library faculty also work

closely with students to provide in-depth, individualized research consultation both in person and online.

Beyond instructional impact, it is worth noting that each new program increases demand on all Library services from interlibrary loan to extended hours.

Basic information about the library's collections and services follows in the table below.

Library holdings	http://biblio.csusm.edu/external/about-the-library/collection-overview
Circulation	http://biblio.csusm.edu/external/policies/books-and-media-borrowing-policies
Inter-library loan services	http://biblio.csusm.edu/interlibrary-loan-borrowing-policies
Reference/Research help	https://biblio.csusm.edu/research-assistance
Information Literacy Program	http://biblio.csusm.edu/about/departments/337/info
E-thesis, project, and dissertation submission	http://biblio.csusm.edu/guides/subject-guide/193-CSUSM-ETD-Submission-Guide/

The Library looks forward to continued collaboration with those working on the proposed program and is happy to provide further information. It is essential that the program proposers continue discussions with the Library as the program is approved to ensure that students and faculty have sufficient information resources at the inception of the program.

cc: Melanie Chu
Becky Eberwein
Robert Rider
Hua Yi

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
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 150														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Introduction to Federal Indian Law and Policy														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Intro to Fed Indian Law														
7. Number of Units: 3														
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.) Introduces the history and contemporary interpretations of federal Indian law from early American rulings that form the foundation of 21 st Century understandings of tribal sovereignty. Reviews recent legal cases and precedence that impact American Indian land and people. Develops critical understanding of the legislative process and its effect on American Indians and all US citizens including how to shape future policy and interests in the region, the state, and the nation.														
9. Why is this course being proposed? This course will fulfill lower division requirements to complete the AIS Major. This course will use multiple methodologies from legal studies, political science, and from American Indian epistemologies of place, experience, and knowledge to teach students the historical and legal foundations that shape and influence American Indian individual and community identity through federal laws and policies. Students will learn that American Indian identity is, first and foremost, a political designation not an ethnicity, which requires an understanding and knowledge about how American Indian identity is shaped by socio-political constructs. Therefore, students will learn about the policies and laws governing American Indians and American Indian experience as colonized subjects or "nations within" the US. Students will compare and contrast the experience of American Indians with other groups in the US within this socio-political system. Students will follow the principles of American Indian Studies and will be required to learn how to analyze various forms of representation (via writing, film, or other forms of expression) through Native Ways of Knowing which emphasizes the need to locate "place" as a core tenet in the analysis of American Indian colonization, and more specifically, an analysis of individual tribal culture, histories, practices, and forms of self governance. Students will examine the impact of legal policies as they intersect with national acts of dispossession and the disenfranchisement of American Indians. Finally, students will focus on the study of American Indian self-determination, tribal sovereignty, and the social movements that enacted these legislative changes. The course focus is national in scope with a local emphasis on the four tribal groups indigenous to the CSUSM service area. Students will begin the course study with a broader understanding and overview of commonalities among and between tribal experiences across the US, and then move to a more specific examination of regional tribal histories. Learning outcomes for the students include analyzing and evaluating American Indian epistemologies and other forms of knowledge, images, and perceptions of American Indians to enhance cross cultural understanding; and communicating knowledge about American Indian cultures, communities and people through the arts, film, and mass media; analyzing the legal and historical foundations of American Indian identity.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</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	3	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														

13. Course Requires Consent for Enrollment? 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
 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:*

20. How often will this course be offered once established?* Once a 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:
 American Indian Studies Major

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.

History Discipline	Signature	Date	_____Support	_____Oppose
Political Science Discipline	Signature	Date	_____Support	_____Oppose

SIGNATURE: (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

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

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

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA Dcg: American Institutions – Constitution and Government
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number: AIS 150	Course Title: Introduction to Federal Indian Law and Policy	
Number of Units: 3 units		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description: Introduces the history and contemporary interpretations of federal Indian law from early American rulings that form the foundation of 21st Century understandings of tribal sovereignty; reviews recent legal cases and precedence that impact American Indian land and people; and develops critical understanding of the legislative process and its effect on American Indians and all US citizens including how to shape future policy and interests in the region, the state, and the nation.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
				_____ <i>DC Initial</i>	
		Support Do not support*		Support Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date		_____ Impacted Discipline Chair	_____ Date	
		Support Do not Support*		Approve Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date		_____ GEC Chair	_____ Date	

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

Part A: Dcg American Institutions – Constitution/Government General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Constitution/Government GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
Dc/g.1: Students will be able to distinguish the major features of the United States and California constitutions.	Students will be introduced to the US and California state constitutional laws that impact and govern tribal nations. Students learn about the social issues in American Indian communities impacted by federal and state laws and policies. Students learn to create research questions to critically evaluate and address these issues.	Students will be asked to address who, what, why, and how structure of federal Indian law and policies on exams, quizzes, and in their final research paper.
Dc/g.2: Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes.	Students will be able to describe the relationships between tribal, state, and federal governments through unique status of tribal nations and citizens as political entities and actors, “nation-states within the nation,” and not as an ethnic/minority group. Students will examine the role of interest group politics and their impact on tribal nations through the intergovernmental relationships and political processes mandated by federal and state constitutions.	This will be assessed through quizzes and exams, “think pieces” and a research paper.
Dc/g.3: Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.	Students will examine constitutional rights for all citizens as well as American Indians through an analysis of the Indian Civil Rights Act, US Constitution, State’s Rights Cases, Case Studies, and numerous federal Indian law cases and statutes, for example: the Marshall trilogy, Doctrine of Discovery, Dawes Act, Merriam Report, Indian Reorganization Act, Indian Citizenship Act, Indian Relocation Act, Indian Termination Act (PL 280), Indian Self-Determination and Education Act (PL 93-638), Violence Against Women Act.	This will be assessed through quizzes and exams, “think pieces” and a research paper.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will apply research skills through community engagement and experiential learning to communicate in writing and in oral presentations knowledge about AI sovereignty.	This will be assessed through “think pieces” (journal-type, free-writing, “think pieces”) and a research paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will articulate in writing and orally their knowledge and of federal/state laws and policies and their intergovernmental relationships, practices, and policies impacting tribal nations.	This will be assessed on quizzes and exams.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will research the legal and historical foundations of AI political identity to evaluate the contemporary issues in American Indian relations and communities.	This will be assessed through the research paper.

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

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dcg courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The course provides students with a critical understanding of the social and legal processes and their affect on American Indians and all US citizens.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The course provides students with the knowledge to shape future policy and interest in the region, the state and the nation.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words (OR 850 words/1 unit, 1700 words/2 units) of writing shall be required in each course.	Meets the requirement through reflection papers and a research paper.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	The student's research paper will have a rubric for assessment to evaluate both content (thesis/evidence) and writing proficiency (organization, clarity, and grammar). Evaluation will be 85% content and 15% writing proficiency.
As per EO 1061 , the course content must include: 1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.	The framework of the US Constitution was based on the Iroquois Confederacy (federal separation of powers and articles of confederation). Indian nationhood and sovereignty are defined in and through the Constitution. Students will be assessed on their knowledge and understanding of these concepts in exams, quizzes, and writing assignments.
2. The rights and obligations of citizens in the political system established under the Constitution.	The course provides a comparative analysis of tribal and American citizenship, with tribal governments as a third political subdivision like states and counties. Students will be assessed and evaluated on their knowledge and application of these concepts on quizzes and exams.
3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.	Tribal sovereignty is based on a complex acknowledgement and restriction of sovereignty by both the Federal and state governments as they intersect with tribal relations. Students will be assessed and evaluated on their knowledge of these relationships on quizzes and exams.
4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.	American Indian relationships, identity, and life are mediated through many legislative acts and relationships. Students will be introduced to the major legislative acts like Indian Child Welfare Act, Violence Against Women Act, and others and assessed through quizzes and exams.

AIS 150 Introduction to Federal Indian Law and Policy (3 units)
--

Professor: Dr. Proudfit
Office: SBSB 1118
Office#: 760-750-4619
Office Hrs: Mon 1:30 -2:30 (or by appointment)

Semester: Fall 2016
MW: 11:00 – 12:15
Meeting Room: SBSB
Email: jproudfi@csusm.edu

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

Course Description:

This course introduces students to the evolution of federal Indian law and policy from early American rulings that formed the foundation to contemporary interpretations of tribal sovereignty to a review of recent legal cases and precedence that impact American Indian land, community, and people. A critical understanding of the social and legal processes and their effect on American Indians and all US citizens will provide students with the knowledge to shape future policy and interests in the region, the state, and the nation.

Course Philosophy:

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.

General Education Learning Outcomes (GELOs) Dcg American Institutions – Constitution/Government -

1. Students will be able to distinguish the major features of the United States and California constitutions. Students will be introduced to the US and California state constitutional laws that impact and govern tribal nations. Students learn about the social issues in American Indian communities impacted by federal and state laws and policies. Students learn to create research questions to critically evaluate and address these issues.
2. Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes. Students will be able to describe the relationships between tribal, state, and federal governments through unique status of tribal nations and citizens as political entities and actors, “nation-states within the nation,” and not as an ethnic/minority group. Students will examine the role of interest group politics and their impact on tribal nations through the intergovernmental relationships and political processes mandated by federal and state constitutions.
3. Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights. Students will examine constitutional rights for all citizens as well as American Indians through an analysis of the Indian Civil Rights Act, US Constitution, State’s Rights Cases, Case Studies, and numerous federal Indian law cases and statutes, for example: the Marshall trilogy, Doctrine of Discovery, Dawes Act, Merriam Report, Indian Reorganization Act, Indian Citizenship Act, Indian Relocation Act, Indian Termination Act (PL 280), Indian Self-Determination and Education Act (PL 93-638), Violence Against Women Act.

Student Learning Outcomes:

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

1. Describe the legal foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.
6. Understand the development of the policy and political relationship between American Indian Tribal Governments and federal and state governments.
7. Understand the underlying European concepts of “discovery” and “conquest” and how these concepts influenced the European view and subsequent policies towards the land and the Native people they encountered in America and what would later become the United States.
8. Describe how the notion of “paternalism” shaped the formation of early federal Indian policy in the United States.
9. Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.
10. Identify the current issues facing tribal/federal and tribal/state relations and the strengths and weaknesses of arguments on each side of these issues.
11. Compare the current era of Forced Federalism with prior eras of tribal/federal policy.
12. Identify an area of particular interest in tribal/federal and tribal/state relations and report in depth on that issue.

Throughout the course there will be a variety of Community Service 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:

Canby, William. 2004. *American Indian Law in a Nutshell 4th ed.* West Group Pub.

Vine Deloria Jr. and Clifford M. Lytle, *American Indians, American Justice.* University of Texas Press.

Prucha, Francis Paul. 1986. *The Great Father.* Univ of Nebraska Press.

A course reader is available on Cougar Courses – this reader will be regularly updated

I will also send you on-line articles that 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
Research paper	100 points

ALL FIELDTRIPS SCHEDULED DURING CLASS TIME ARE MANDATORY.

Updated 02/20/2017

Examination & Assignments:

There will be 1) midterm exam 2) Journal discussion & field notes and 3) Research Paper (which meets the all-university writing requirement of 2,500 words per semester).

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.***

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.

Course Outline

Week One	Course Introduction & Introduction to American Indian Law and Policy
Week Two	Introduction to American Indian Law & Doctrine of Discovery <ul style="list-style-type: none"> • Discovery and Conquest • Treaty Making Era • Marshall Trilogy • Trust Responsibility • Sovereignty & National Identity • Federal Responsibility • The Constitution and the American Indian
Week Three	The Formative Years; Early Law and Policy Decisions, and Cherokee Cases
Week Four	Removal & Reservations
Week Five	Roots of Federal Responsibility; The Sources of Federal Power
Week Six	Peace Policies & Treaties
Week Seven	Allotment & Assimilation
Week Eight	Reorganization: The Indian New Deal
Week Nine	Termination
Week Ten	Relocation

Week Eleven	Self Determination and Education Assistance Act
Week Twelve	Indian Child Welfare Act
Week Thirteen	American Indian Religious Freedom
Week Fourteen	Native American Grave Protection and Repatriation & Indian Gaming and Regulatory Act
Week Fifteen	Student Presentations
Week Sixteen	Student Presentations

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
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 220														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Religion														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Amer Indian Religion														
7. Number of Units: 3														
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.) Provides a survey of American Indian religions, philosophies, and worldviews. Explores the practice of American Indian traditions as a complex, dynamic, and active intellectual, creative, and affective system to form the basis for holistic relationships and interactions between American Indian people, the environment, and other communities.														
9. Why is this course being proposed? This course will fulfill lower division requirements to complete the AIS Major. This course will use dual methodologies from the humanities and from American Indian epistemologies of place, experience, and knowledge. Students will learn about American Indian culture and practices as a complex and relational network of processes, behaviors, beliefs, and attitudes that contribute to the formation of tribal identity and community. This course is being proposed to redress the misconceptions about American Indian "spirituality" by instead teaching students about the interconnections between tribal lifeways and systems of thought, behavior, and practice that guided American Indian communities. Students will follow the principles of American Indian Studies and will be required to learn how to analyze various forms of representation (via writing, film, or other forms of expression) through Native Ways of Knowing which emphasizes the need to locate "place" as a core tenet in the analysis of the cultural work originating from a specific tribal culture, its history, its practices and laws and, more generally, through the context of colonization, dispossession, disenfranchisement, and the rise of American Indian self-determination. The course focus is national in scope with a local emphasis on the four tribal groups indigenous to the CSUSM service area. Students will begin the course study with a broader understanding and overview of commonalities among and between tribal religions, philosophies, and worldviews, and then move to a more specific examination of regional tribal religions, philosophies, and worldviews through the writings by and about Kumeyaay, Luiseño, Cupeño, and Cahuilla peoples. Learning outcomes for the students include analyzing and evaluating American Indian epistemologies and other forms of knowledge, images, and perceptions of American Indians to enhance cross cultural understanding; and communicating knowledge about American Indian cultures, communities and people through the arts, film, and mass media; analyzing the legal and historical foundations of American Indian identity.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</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	3	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? 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
 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:*

20. How often will this course be offered once established?* Once every three semesters

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:
 Lower Division Requirement for AIS

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.

Philosophy Discipline	_____	_____	Support	_____	Oppose
	Signature	Date			
LTWR Discipline	_____	_____	Support	_____	Oppose
	Signature	Date			

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (please print or type name) _____ Date _____

2. Program Director/Chair _____ Date _____

3. College Curriculum Committee _____ Date _____

4. College Dean (or Designee) _____ Date _____

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

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

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 220	Course Title: American Indian Religion, Philosophy, and Worldview	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description:

Provides a survey of American Indian religions, philosophies, and worldviews. Develops an understanding of the practice of American Indian traditions as a complex, dynamic, and active intellectual, creative, and affective system to form the basis for holistic relationships and interactions between American Indian people, the environment, and other communities.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		<i>DC Initial</i>	
	Support Do not support*	Support Do not support*	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date
	Support Do not Support*	Approve Do not Approve	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	The content that addresses and engages students in issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability in the course as fundamental aspects of human identity/identification within American Indian communities and cultures are found in all of the required primary readings and films for the course. The readings are from a variety of genres in print and media. In addition the secondary readings provide the critical context and theoretical frameworks regarding tribal identity as a political defined individually by tribal nations according to tribal laws and customs provides tools to distinguish tribal identity formation from other ethnic experiences in order to create new interpretations of meaning and understanding about tribal religion, philosophy, and worldview.	The GELOs will be assessed through reflection papers, quizzes, exams, and final research project. Students will be asked to regularly reflect upon the integration of tribal worldviews and philosophies contrasted with Euro American beliefs and attitudes about the world and human experience in it.
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.	The course provides a broad introduction to fundamental concepts about American Indian conceptions of existence and experience in the world using tribal histories, stories, songs, media, and other creative expressions about American Indian lifeways and relationships.	The GELOs will be assessed through reflection papers, quizzes, exams, and final research project.
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	The course uses American Indian epistemologies and frameworks for Native Ways of Knowing—which highlights knowledge as an active process situated in a place-based context specific to a tribe’s ancestral homeland mixed with textual analysis, close reading, and a critical interpretation of legal, social, and cultural studies regarding American Indian colonization and decolonization.	The GELOs will be assessed through reflection papers, quizzes, exams, and final research project.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	N/A	
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]	N/A	

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	N/A	
---	-----	--

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will write five reflection papers throughout the course of semester and one research paper. The reflections papers will focus on “invention” and “drafting” while the research paper will develop more substantial thesis-development and evidence-based writing.	The writing assessment will include global and local rubric for evaluation of cogency, organization of ideas (transition), evidence (logic, support) and grammar/syntax, and research/citation.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will be responsible for developing a final presentation that demonstrates their critical thinking about the course through a self-reflective analysis of the issues, topics, and new knowledge they learned in the course.	Assessment will include an evaluation of the student’s application of the course content in real-world situations and other areas of their lives/education.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will be introduced to academic research and writing appropriate for the course—using APA guidelines for academic writing. A Library tutorial is offered to students.	The writing assessment will include global and local rubric for evaluation of cogency, organization of ideas (transition), evidence (logic, support) and grammar/syntax, and research/citation.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will read a diverse array of life stories, non-fiction, and fiction about American Indian experience in America. These texts include accounts with other cultures/peoples from history and the present moment.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe) :Students will read a diverse array of life stories, non-fiction, and fiction about American Indian experience in America. These texts include accounts with other cultures/peoples from history and the present moment.

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Students will write five (5) two-page reflection papers throughout the semester as well as one (1) five-seven page essay about a research topic for a total of 15-17 pages of writing, which exceeds the 2500 word requirement.
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Students will be given a writing rubric to explain the criteria and conventions of writing which will be graded. The rubric will include information regarding reference citation, research methods, and links to the CSUSM Writing Center where they can receive additional support.
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	Students will gain practice and exposure to the critical techniques unique to American Indian Studies methods for researching and writing about American Indians using assigned course readings, in class tutorials, and through an extended application of these in their essay. Students will work individually and in small groups to practice analyzing and interpreting cultural works and historical subject matters in class and on their own through prompts and reflection papers.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Students will be provided a library research methods tutorial in class at the start of the semester to gain familiarity with the information resources and technologies relevant to the discipline, subject matter, and topics of study in question.
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Students will be assessed via participation (actively contributing to class discussions through verbal feedback), through writing reflection papers focused on a specific prompt from the readings/class lectures, through a formal essay, through reading and topical quizzes, and a mid-term and final exam.

AIS 220 AMERICAN INDIAN RELIGION, PHILOSOPHY, AND WORLDVIEW
--

Course Description: This course provides a survey of American Indian religions, philosophies, and worldviews. The course uses American Indian epistemologies and frameworks for “Native Ways of Knowing” (Warner), which highlights knowledge as an active process situated in a place-based context specific to a tribe’s ancestral and contemporary homeland. Native Ways of Knowing combined with close reading, and interpretation of literary and cultural works, students will develop an understanding about the complex, intellectual, creative, and affective system of tribal traditions. Tribal relations weave together elements of American Indian religion, philosophy and cosmology to form the basis for holistic relationships and interactions between American Indian people, their experiences in the environment, and their experiences with other communities, which ultimately shape individual and social identity formation as a result.

Program Student Learning Outcomes:

1. Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

Student Learning Outcomes:

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

1. Analyzing and evaluating American Indian epistemologies and other forms of knowledge, images, and perceptions of American Indians to enhance cross cultural understanding.
2. Communicating knowledge about American Indian cultures, communities and people through the arts, film, and mass media;.
3. Analyzing the legal and historical foundations of American Indian identity.

Required Readings:

- Apess, William (Pequot). *On Our Own Ground*.
- Deloria, Ella (Yankton Dakota). *Waterlily*.
- Momaday, N. Scott (Kiowa). *The Way to Rainy Mountain* and *House Made of Dawn*
- Silko, Leslie (Laguna Pueblo). *Ceremony*
- Johnson, Gordon (Cupeño/Cahuilla). *Rez Dogs Eat Beans and Other Stories*
- Shippek, Florence and Delfina Cuero (Kumeyaay). *The Autobiography of Delfina Cuero*.
- Steiner, Stan. *The Diaries and Paintings of Bonita Wa Wa Calachaw Nuñez*.
- Haas, Lisa. *Pablo Tac (Luiseño), Indigenous Scholar*

Selections of secondary readings will be available on Cougar Courses from the following:

- Tuhiwai-Smith, *Decolonizing Methodologies*
- Duran and Duran, *Postcolonial Psychology*
- Million, Dian. *Therapeutic Nations*
- Taiaiake, Alfred. *Wasáse: Indigenous Pathways of Action and Freedom*
- Cook-Lynn, Elizabeth. *Why I Can't Read Wallace Stegner*
- Wilson, Michael. *Writing Home: Indigenous Narratives of Resistance*
- Barnhardt, Ray and Oscar K. Angayuqaq. "Indigenous Knowledge Systems and Alaska Ways of Knowing"
- Walker, Polly. "Decolonizing Conflict Resolution: Addressing the Ontological Violence of Westernization"
- Mihesuah, Devon. *So You Want to Write About American Indians? A Guide for Scholars, Students, and Writers.*
- Grande, Sandy. "American Indian Geographies of Identity and Power," *Red Pedagogy*
- Carrico, Richard. *Strangers in a Strange Land.*
- Connolly, Michael Miskwish. *Kumeyaay History.*
- Shipek, Florence. *Pushed Into the Rocks.*
- DuBois, Constance. *The Religion of the Luiseño Indians of Southern California*

Grades and Course Expectations for Success:

Final Grades are based on the following distribution:

Participation:	15%
Reflection Papers (5 due):	20%
Research Paper (1 due):	20%
Quizzes/Exams:	30%
Final Project:	15%
Total	100%

A = 95-100	B+ = 89-85	C+ = 79-75	D+ = 69-65	F = 59-Below
A- = 94-90	B = 84-83	C = 74-73	D = 64-63	
	B- = 82-80	C- = 72-70	D- = 62-60	

1. **Participation:** Read all the assignments—there is no shortcut for good old-fashioned hard work, dedication, and commitment to learning. I expect everyone to attend every class meeting, and to notify me ahead of time if you know you will be absent. 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. You should also draft at least three (3) Points for Discussion (PFDs) about issues, concerns, questions, and related points from the readings and from contemporary news or social issues. This class is both lecture and discussion-oriented and everyone must contribute—your PFDs will be added to your Participation grade combined with your attendance. 15%

2. **Reflection Papers.** Write five (5) two-page reflection papers that provide a critical review and analysis the topics and issues discussed in class and found in readings; you may expand your PFDs for these assignments. This assignment helps you meet the all-university writing requirement of 2,500 words written in each class during a semester.20%

3. **Research Paper:** Write an 8-10 page research paper about a tribe's religion, worldview, and philosophy and provide a critical contextualization of the tribe's oral tradition vis-à-vis the other

writers/tribes discussed through primary course readings. You must include a literature review, a bibliography, and a works cited page with outside academic primary and secondary sources (NO WIKIPEDIA!!). 20%

4. Quizzes and Exams: Weekly quizzes, a mid-term, and a final exam will be administered in this course. All test formats include multiple choice questions and short written responses. The exams are a combination of multiple choice, possible short answers or major essays. Under extraordinary circumstances a missed exam may be made up one week after the exam was taken. You will need a mini-essay Scantron for these exams. Quizzes may be unannounced and they will cover readings, lectures, and videos. Missed quizzes cannot be made up; however you will have quizzes with an approximate value of 100 points. 30%

5. Final Project: You will be responsible for developing a presentation that shows the acquisition and synthesis of your knowledge/understanding about the course content utilizing evidence from course readings and your independent research projects. The presentation must be visual and must be presented in 10 minutes in front of the class. Think of it as a “live portfolio presentation” of your learning process throughout the semester. The presentation should be thoughtful, self-reflective, and critical. 15%

Other Policies That Affect Your Grade:

1. Extra Credit: Viewing a major film, attending a tribal cultural or arts event, or a lecture, with prior permission, will count for extra credit. A short 1-2 page written summary of the event and proof of attendance is required (*you can earn up to 30 points in extra credit. Each event will be worth 10-15 points, based on your writing/explanation of the event’s contribution to your overall knowledge and will be added to Participation Grade*).

2. Cell Phones & Laptops: NO CELL PHONE USE DURING CLASS. Turn off cell phones at the start of class. Bring paper and a writing utensil for writing and/or note taking. I write key points and interesting ideas from class discussions on the board. I encourage you to record all information written on the board; the material typically ends up on an exam or a prompt for a response paper. Laptops are not necessary for this task in class and are often a distraction. If you are using your Laptop during class for purposes other than note taking or working on a related assignment, I will ask you turn it off, and you will lose your participation points for the day. If you are asked more than twice to turn off your Laptop, then you will not be allowed to bring the computer to my class for the remainder of the semester. Failure to adhere to this policy will reduce your participation points for the semester.

3. Writing Assignments: This course meets the all university-writing requirement of 2,500 words. You should be prepared to write often in this course. Do Use a Computer to draft all writing assignments and essays and frequently back up your work on a disk or email it to yourself as an attachment in order to save the file. Save all your work until you receive your final grade. If you have a dispute about a grade received on an assignment that differs from my record, you must show me “proof” of the error. Often this requires that you show me the original assignment that contains my grade. If you have a Mac or use Pages, please figure out ahead of time how to save your work in a word-file if you cannot convert your work, then email it to me in the body of the message. If you need assistance developing your writing, then please visit the campus Writing Center: <http://www.csusm.edu/writingcenter/> for assistance.

4. Writing Format: All writing assignments must be typed, double-spaced in a 12-point font or larger with 1-inch margins on the left, right, top, and bottom. All textual citations and bibliographical information must adhere to Chicago Style guidelines for research and writing.

5. English as a Second Language: Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

6. Participation within an Academic Community: You may find that you have very strong opinions about many of the issues and questions we will be discussing and writing about in this course. At all times, you are expected to adopt a tone that is respectful of the racial, ethnic, class backgrounds, religious affiliations, political beliefs, sexual orientations, and gender of others. The University does not nor will I tolerate micro-aggressions in the form of verbal or written abuse, slurs, or snide comments.

7. Office Hours: If you have a question about your performance on a particular assignment or in the course in general, then please visit me during my office hours to discuss the matter privately. I will not engage in a discussion about your grade when I am preparing to teach or preparing to leave class. However, I will gladly give you my full attention to discuss the matter in my office during my regular office hours or during a scheduled appointment. I am available to meet with you two hours per week during office hours or by appointment to provide individualized assistance with your reading and writing assignments. These sessions can be incredibly productive if you come to them prepared and motivated to improve your performance in the course. I am also available by email to answer questions, address your concerns, and provide feedback on your assignments: [enter faculty email address]

8. Academic Integrity: CSUSM has a strict policy dealing with matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance with your assignments. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct and your rights under the academic misconduct code stated. https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html. *If you are tempted to cheat or to plagiarize, don't! You will not only fail the course; you may be suspended or expelled from the University as well.*

9. Access and Functional Needs Support: Students with access and functional needs should contact me personally as soon as possible so we can discuss appropriate accommodations. Students with AFNs must be registered with AFN Services prior to receiving accommodations in this course. For more information please see: <https://www.csusm.edu/dss/>

10. Scheduled Absences: Students who need to miss a class session because of a religious holiday, a university sponsored activity (e.g., a scholarly competition or an academic field trip), or a legally required activity (e.g., emergency military service, jury) should contact me in advance regarding absence from class. Please submit all travel letters from Athletic Academic Services as soon as possible. Failure to notify me of conflicts or provide letters means absences will be marked unexcused and missing assignments will be negatively impacted according to the grading policy.

What can your Major in American Indian Studies at CSUSM do for 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 a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Major is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. 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 can be an advantage in your future career. For more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or IndianCountryToday.

Course Outline:

Week & Topic and Issue	
1	Introductions & Course Overview
2	Contact, Conflicting Worldviews, and Cultural Continuity: Barnhardt and Walker; Apess
3	Place-Experience-Knowledge: Forming the Tribal Worldview from Indigenous Epistemologies, Philosophies, and Religion: Smith and Alfred; Apess
4	Tribal Spatial-Temporal Connection and Worldview: Duran and Duran; Deloria
5	Oral Tradition: The Relationship between the Speaker/Writer and the Listener/Reader: Weaver, et. al.; Momaday (Rainy)
6	Tribal (I)dentity Formation: The Role and Responsibility of the (I)ndian in the Community/World: Grande and Silko
7	Inter-generational Trauma: Speaking/Writing the Unspeakable: Duran and Duran
8	Felt Theory: Understanding Affective Knowledge: Million
9	Homing In with the Oral Tradition: Healing Narratives: Momaday (House)
10	Local Tribal Religions, Worldviews, and Philosophies: Shipek and Dubois
11	Kumeyaay and Cupeño Life Writings: Delfina Cuero and Gordon Johnson
12	Luißeño Life Writings: Pablo Tac and Bonita Nunez
13	Final Presentations
14	Final Presentations
15	Final Presentations
16	Final Exam

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
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 230														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Art and Contemporary Issues														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) American Indian Art														
7. Number of Units: 3														
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.) Introduces contemporary issues in American Indian art including but not limited to issues of cultural authenticity and ownership, legal foundations to protect American Indian artwork and artists, cultural misappropriation and theft (e.g. pot-hunting), and (mis)representation in the marketplace. Develops critical reading skills to analyze the social, material, and cultural context that informs artistic production a result of cultural contact in various historical periods.														
9. Why is this course being proposed? To fulfill General Education and Lower Division course requirements for AIS Major.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</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	3	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check “yes” in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

18. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*
20. How often will this course be offered once established?* Once per academic year.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i>	
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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please specify: American Indian Studies Major	
22. Does this course impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check “yes” and obtain signature.)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.	
Visual and Performing Arts Discipline	_____ Signature
_____ Date	_____ Support _____ Oppose
Discipline	_____ Signature
_____ Date	_____ Support _____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

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

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

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 230	Course Title: American Indian Art and Contemporary Issues	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description: This course introduces students to American Indian art and issues of cultural production, textiles, materials as well as tribal significance and cultural meanings in art. Students study and analyze issues of authenticity, ownership, representation, and appropriation of American Indian art. Students will develop an understanding of the American Indian aesthetic from a tribally- and place-based methodology, and identify historical and social contexts in the production of native artwork. Students will gain knowledge about how American Indian arts contribute to the spiritual, social, political, and economic systems of tribal communities.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		<i>DC Initial</i>	
	Support Do not support*	Support Do not support*	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date
	Support Do not Support*	Approve Do not Approve	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	The course content that addresses and engages students in issues of diversity and experience through an overview of American Indian art, its impact on national culture, and its function in tribal communities.	The GELOs will be assessed through reflection papers, quizzes, exams, and final research project.
C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.	The course provides a broad introduction to a range history about the production, purpose, and role of tribal art. The course will allow students to evaluate issues related to the appropriation and commodification of tribal art and culture as well as introduce students to the concepts that inform the worldview and philosophy of American Indian life in and through artistic productions.	The GELOs will be assessed through reflection papers, quizzes, exams, and final research project.
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	The course uses American Indian epistemologies and frameworks for Native Ways of Knowing—which highlights knowledge as an active process situated in a place-based context specific to a tribe’s ancestral and contemporary homeland mixed with textual analysis, close reading, and interpretation of legal, social, and cultural works.	The GELOs will be assessed through reflection papers, quizzes, exams, and final research project.
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	N/A	
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]	N/A	
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	N/A	

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will write five reflection papers throughout the course of semester and one research paper. The reflections papers will focus on “invention” and “drafting” while the research paper will develop more substantial thesis-development and evidence-based writing.	The assessment will include global and local rubric for evaluation of cogency, organization of ideas (transition), evidence (logic, support) and grammar/syntax.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will be responsible for developing a final presentation that demonstrates their critical thinking about the course through a self-reflective analysis of the issues, topics, and new knowledge they learned in the course.	Assessment will include an evaluation of the student’s application of the course content in real-world situations and other areas of their lives/education.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will be introduced to academic research and writing appropriate for the course—using Chicago Manual of Style guidelines for academic writing. A Library tutorial is offered to students.	The GELO will be assessed through an Annotated Bibliography assignment with a rubric to support the relevance of the materials researched to the topic at hand, the formatting of citations, and the ability to summarize and evaluate the source material.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will read a diverse array of life stories, non-fiction, and fiction about American Indian experience in America. These texts include accounts with other cultures/peoples from history and the present moment.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe) :Students will read a diverse array of life stories, non-fiction, and fiction about American Indian experience in America. These texts include accounts with other cultures/peoples from history and the present moment.

Part D: Course requirements to be met by the instructor.

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Students will write five (5) two-page reflection papers throughout the semester as well as one (1) five-seven page essay about a research topic for a total of 15-17 pages of writing, which exceeds the 2500 word requirement.
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Students will be given a writing rubric to explain the criteria and conventions of writing which will be graded. The rubric will include information regarding reference citation, research methods, and links to the CSUSM Writing Center where they can receive additional support.
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	Students will gain practice and exposure to the critical techniques unique to American Indian Studies methods for researching and writing about American Indians using assigned course readings, in class tutorials, and through an extended application of these in their essay. Students will work individually and in small groups to practice analyzing and interpreting cultural works and historical subject matters in class and on their own through prompts and reflection papers.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Students will be provided a library research methods tutorial in class at the start of the semester to gain familiarity with the information resources and technologies relevant to the discipline, subject matter, and topics of study in question.
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Students will be assessed via participation (actively contributing to class discussions through verbal feedback), through writing reflection papers focused on a specific prompt from the readings/class lectures, through a formal essay, through reading and topical quizzes, and a mid-term and final exam.

AIS 230 American Indian Art and Contemporary Issues
--

Course Description:

This course introduces students to American Indian issues of cultural production, textiles, materials as well as tribal significance and cultural meanings in art. Students study and analyze issues of authenticity, ownership, representation, and appropriation of American Indian art. Students will develop an understanding of the American Indian aesthetic from a tribally- and place-based methodology, and identify historical and social contexts in the production of native artwork. Students will gain knowledge about how American Indian arts contribute to the spiritual, social, political, and economic systems of tribal communities.

Program Student Learning Outcomes

1. Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

Student Learning Outcomes:

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

1. Analyzing and evaluate contemporary issues in American Indian art.
2. Recognize and research cultural authenticity, ownership, and legal foundations of American Indian artwork and artists.
3. Recognize and evaluate cultural misappropriation, theft, and misrepresentation in the marketplace.
4. Develop critical reading skills to analyze the social, material, and cultural context that informs artistic production as a result of cultural contact in various historical periods.

Required Texts:

- *Native North American Art*, Janet Berlo and Ruth Phillips (Oxford University Press, 1999): maintaining the integrity of spiritual, social, political, and economic systems within Native North American societies.
- *Mending the Circle, A Native American Repatriation Guide, Understanding and Implementing NAGPRA and the Official Smithsonian and other Repatriation Policies* (Published by the American Indian Ritual Object Repatriation Foundation, 1996):
(<http://www.repatriationfoundation.org/pdf/mending%20the%20circle/CoverBeginning.pdf>)
- *Custer Died for Your Sins*, Vine Deloria Jr.
- *Legal Handouts and References:*
National Historic Preservation Act
American Indian Religious Freedom Act
Archaeological Resources Protection Act
Indian Arts and Craft Act

Native American Graves Repatriation Act

Grades and Course Expectations for Success

Final Grades are based on the following distribution:

Participation:	15%
Reflection Papers (2 due):	25%
American Indian Artist Project:	30%
Quizzes/Exams:	30%
Total	100%

A = 95-100	B+ = 89-85	C+ = 79-75	D+ = 69-65	F = 59-Below
A- = 94-90	B = 84-83	C = 74-73	D = 64-63	
	B- = 82-80	C- = 72-70	D- = 62-60	

1. **Participation:** Read all the assignments—there is no shortcut for good old-fashioned hard work, dedication, and commitment to learning. I expect everyone to attend every class meeting, and to notify me ahead of time if you know you will be absent. 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. You should also draft at least three (3) Points for Discussion (PFDs) about issues, concerns, questions, and related points from the readings and from contemporary news or social issues. This class is both lecture and discussion-oriented and everyone must participate. 15%

2. **Reflection Papers.** Write (2) two 3-page reflection papers that provide a critical review and analysis the topics and issues discussed in class. 25%

3. **American Indian Artist Project:** Write an 8-10 page research paper that demonstrates your research about an American Indian Artist/Art form and the issues impacting its production, distribution, and cultural sovereignty. You must include a bibliography and works cited page with outside academic primary and secondary sources (NO WIKIPEDIA!!). 30%

4. **Quizzes and Exams:** Weekly quizzes, a mid-term, and a final exam will be administered in this course. All test formats include multiple choice questions and short written responses. The exams are a combination of multiple choice, possible short answers or major essays. Under extraordinary circumstances a missed exam may be made up one week after the exam was taken. You will need a mini-essay Scantron for these exams. Quizzes may be unannounced and they will cover readings, lectures, and videos. Missed quizzes cannot be made up; however you will have quizzes with an approximate value of 100 points. 30%

Other Policies That Affect Your Grade:

1. **Extra Credit:** Viewing a major film, attending a tribal cultural or arts event, or a lecture, with prior permission, will count for extra credit. A short 1-2 page written summary of the event and proof of attendance is required (*you can earn up to 30 points in extra credit. Each event will be worth 10-15 points, based on your writing/explanation of the event's contribution to your overall knowledge and will be added to Participation Grade*).

2. **Cell Phones & Laptops:** NO CELL PHONE USE DURING CLASS. Turn off cell phones at the start of class. Bring paper and a writing utensil for writing and/or note taking. I write key points and interesting ideas from class discussions on the board. I encourage you to record all information written on the board; the material typically ends up on an exam or a prompt for a response paper. Laptops are not necessary for this task in class and are often a distraction. If you are using your Laptop during class for purposes other than note taking or working on a related assignment, I will ask you turn it off, and you will lose your participation points for the day. If you are asked more than twice to

turn off your Laptop, then you will not be allowed to bring the computer to my class for the remainder of the semester. Failure to adhere to this policy will reduce your participation points for the semester.

3. Writing Assignments: This course meets the all-university writing requirement in which you will write 2,500 words this semester. Do use a computer to draft all writing assignments and essays and frequently back up your work on a disk or email it to yourself as an attachment in order to save the file. Save all your work until you receive your final grade. If you have a dispute about a grade received on an assignment that differs from my record, you must show me “proof” of the error. Often this requires that you show me the original assignment that contains my grade. If you have a Mac or use Pages, please figure out ahead of time how to save your work in a word-file if you cannot convert your work, then email it to me in the body of the message.

4. Writing Format: All writing assignments must be typed, double-spaced in a 12-point font or larger with 1-inch margins on the left, right, top, and bottom. All textual citations and bibliographical information must adhere to Chicago Style guidelines for research and writing.

5. English as a Second Language: Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

6. Participation within an Academic Community: You may find that you have very strong opinions about many of the issues and questions we will be discussing and writing about in this course. At all times, you are expected to adopt a tone that is respectful of the racial, ethnic, class backgrounds, religious affiliations, political beliefs, sexual orientations, and gender of others. The University does not nor will I tolerate micro-aggressions in the form of verbal or written abuse, slurs, or snide comments.

7. Office Hours: If you have a question about your performance on a particular assignment or in the course in general, then please visit me during my office hours to discuss the matter privately. I will not engage in a discussion about your grade when I am preparing to teach or preparing to leave class. However, I will gladly give you my full attention to discuss the matter in my office during my regular office hours or during a scheduled appointment. I am available to meet with you two hours per week during office hours or by appointment to provide individualized assistance with your reading and writing assignments. These sessions can be incredibly productive if you come to them prepared and motivated to improve your performance in the course. I am also available by email to answer questions, address your concerns, and provide feedback on your assignments: [enter faculty email address]

8. Academic Integrity: CSUSM has a strict policy dealing with matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance with your assignments. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct and your rights under the academic misconduct code stated. https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html. *If you are tempted to cheat or to plagiarize, don't! You will not only fail the course; you may be suspended or expelled from the University as well.*

9. Access and Functional Needs Support: Students with access and functional needs should contact me personally as soon as possible so we can discuss appropriate accommodations. Students with AFNs must be registered with AFN Services prior to receiving accommodations in this course. For more information please see: <https://www.csusm.edu/dss/>

10. **Scheduled Absences:** Students who need to miss a class session because of a religious holiday, a university sponsored activity (e.g., a scholarly competition or an academic field trip), or a legally required activity (e.g., emergency military service, jury) should contact me in advance regarding absence from class. Please submit all travel letters from Athletic Academic Services as soon as possible. Failure to notify me of conflicts or provide letters means absences will be marked unexcused and missing assignments will be negatively impacted according to the grading policy.

What can your Major in American Indian Studies at CSUSM do for 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 a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Major is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. 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 can be an advantage in your future career. For more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or IndianCountryToday.

Course Outline

Week & Topic and Issue	
1	Introduction & Course Overview
2	Colonization and Impact on American Indian Art
3	American Indian Art Forms, Styles, Motifs (National Perspective)
4	Legal, Political, and Cultural Context of American Indian Art
5	American Indian Art and Dance (National Perspective)
6	Cultural Appropriations: Pot-hunting and Salvage Ethnography
7	Political Activism for American Indian Religious Freedom
8	Historic Preservation & Native American Graves Repatriation Act (NAGPRA)
9	Historic Preservation & Native American Graves Repatriation Act (NAGPRA)
10	California Indian Art Forms
11	Indian Market: Commercialization and Commodification
12	“Authenticity” and Cultural Sovereignty in the American Indian Art World
13	American Indian Art Institute
14	Presentations: American Indian Artists Projects
15	Presentations: American Indian Artists Projects
16	Final Exam

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
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 240														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indians and Environmental Issues														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) American Indian and Environ														
7. Number of Units: 3														
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.) Provides an overview and examination of environmental issues related to American Indians during the 19 th -21 st centuries including land tenure disputes, stewardship (occupancy and care of the land), climate change, and other environmental issues from an American Indian perspective focusing on issues affecting California Indians and American Indians in the West/Southwest.														
9. Why is this course being proposed? To fulfill General Education and Lower Division course requirements for AIS Major.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/ Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check “yes” in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*
20. How often will this course be offered once established?* Once per academic year.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i>	
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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify: American Indian Studies Major	
22. Does this course impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.	
Environmental Studies Discipline	_____ Signature
_____ Discipline	_____ Signature
_____ Date	_____ Date
_____ Support _____ Oppose	_____ Support _____ Oppose

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

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

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

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

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 240	Course Title: American Indians and Environmental Issues	
Number of Units: 3 units		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description: Provides an overview and examination of environmental issues related to American Indians during the 19th-21st centuries including land tenure disputes, stewardship (occupancy and care of the land), climate change, and other environmental issues from an American Indian perspective focusing on issues affecting California Indians and American Indians in the West/Southwest.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			<u> </u> DC Initial		
		Support Do not support*	Support Do not support*		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date		
		Support Do not Support*	Approve Do not Approve		
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date		

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

09.21.2015

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

• AREA D: Social Science

See GE Handbook for information on each section of this form

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

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
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.	Students will learn the core tenets of Traditional Ecological Knowledge (TEK) that shape American Indian relationships to the natural environment and how this relationship informs American Indian spirituality, lifeways, tribal identity, land tenure practices and attendant stewardship obligations. Students will think critically about the attendant social issues in American Indian communities as a result of these relationships as they are preserved, protected, distorted, and/or infringed upon.	This will be assessed via the final applied research paper in which students have to identify an environmental issue challenging a tribe and research a solution to it.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Students will analyze the impact of environmental issues on AI people such as mining, oil mining, logging, hydraulic fracturing, climate change, natural disasters, over-grazing, among other issues.	This will be assessed through journal entries from the students and on quizzes and exams.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will outline the historical and contemporary federal policies, laws, and perspectives about American Indians environmental management, land tenure, and stewardship practices.	This will be assessed through quizzes and exams.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Students will explain the usefulness of TEK in relation to laws and policies to discuss social issues and problems in AI communities regarding the environment.	This will be assessed in journal entries and research paper.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will apply research skills through community engagement and experiential learning to communicate in writing knowledge about AIs and the environment.	This will be assessed through journal entries (reflections), field notes, and an applied research paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will analyze American Indian epistemologies and other forms of knowledge to develop cross-cultural understanding of federal laws and policies as they relate to environmental stewardship and sustainability.	This will be assessed on quizzes and exams and on final student oral presentation.

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

• AREA D: Social Science

See GE Handbook for information on each section of this form

Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will analyze the legal and historical foundations of AI political identity to evaluate the contemporary issues in American Indian relations between the environment and communities.	This will be assessed through the applied research paper.
---	---	---

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to the political, social, and cultural issues impacting AI life, identity, and cultural continuity.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to AI communities to critically understand the role of land stewardship, environmental protection, and climate change impact.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Meets the requirement through journal entries, and an applied research paper.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	The students' research paper will have a rubric for assessment to evaluate both content (thesis/evidence) and writing proficiency (organization, clarity, and grammar).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students will be required to develop journal to develop their thoughts for group discussions of all course materials.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students will be provided with a library research workshop prior to the start of the research paper and they will be assessed when they complete an annotated bibliography that demonstrates their ability to evaluate primary and secondary academic sources.

AIS 240 AMERICAN INDIANS AND ENVIRONMENTAL ISSUES
--

Course Description: This course employs Native Ways of Knowing (tribally- and place-based knowledges) and Tribal Environmental Knowledge (TEK) to introduce students to the American Indian relationship to the natural environment and how this relationship informs American Indian spirituality, lifeways as they relate to tribal land tenure practices and stewardship obligations. The course focuses on contemporary threats to environmental resources, including energy development and climate change, for students to develop insights to analyze and apply American Indian values compared with western science in preservation of environmental resources, human impact (footprint) on the environment, and an analysis of American Indian and non-Indian solutions to restore balance between human-natural relations.

Service Learning is critical to this area of study. Students will learn values and concepts that guide Native American obligations of stewardship of environmental resources. Students will learn from traditional practitioners and tribal natural resource managers about protection and management of natural resources and gain a basic understanding of tribal environmental efforts and programs. Students will learn about the lead role of American Indians and tribal governments in environmental advocacy and leadership opportunities in advocacy for protection of environment.

Program Student Learning Outcomes:

1. Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

Student Learning Outcomes:

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

1. Recognize and evaluate environmental issues related to American Indians during the 19th-21st centuries.
2. Analyze and communicate tribal environmental knowledge.
3. Evaluate contemporary threats to environmental resources including energy development and climate change.
4. Analyze and apply American Indian values compared with western science in preservation of environmental resources.
5. Analyze and communicate American Indian and non-Indian solutions to restore balance between human and natural relations.

Required Readings:

- Article “Short Overview of California Indian History”, Edward Castillo
- Cahuilla Creation Story Video
- *Red Alert-*, Daniel R. Wildcat
- *Original Instructions: Indigenous Teachings for sustainable development*, M. Nelson

- Article “Ceremonial Singing and Cultural Survival in Native California,” Jack Norton
- *All Our Relations: Native Struggles for Land and Life*, Winona La Duke
- *Tending the Wild*, Kat Anderson
- *Struggle For the Land*, Churchill and LaDuke
- *UN Declaration on Rights of Indigenous Peoples*
- Various videos and handouts provided by instructor.

Grading Scale

540 -600 pts. = A
 480- 539 pts. = B
 420 -479 pts. = C
 360-419 pts. = D
 418 or below = F

Course Assessment:

Mastery Quizzes (4)	80 points
Research Assignment	60 points
Final Presentation	100 points
Participation in Community Service Learning (3)	300 points
Assignments (3)	60 points

Other Policies That Affect Your Grade:

1. **Extra Credit:** Viewing a major film, attending a tribal cultural or arts event, or a lecture, with prior permission, will count for extra credit. A short 1-2 page written summary of the event and proof of attendance is required (*you can earn up to 30 points in extra credit. Each event will be worth 10-15 points, based on your writing/explanation of the event’s contribution to your overall knowledge and will be added to Participation Grade*).

2. **Cell Phones & Laptops:** NO CELL PHONE USE DURING CLASS. Turn off cell phones at the start of class. Bring paper and a writing utensil for writing and/or note taking. I write key points and interesting ideas from class discussions on the board. I encourage you to record all information written on the board; the material typically ends up on an exam or a prompt for a response paper. Laptops are not necessary for this task in class and are often a distraction. If you are using your Laptop during class for purposes other than note taking or working on a related assignment, I will ask you turn it off, and you will lose your participation points for the day. If you are asked more than twice to turn off your Laptop, then you will not be allowed to bring the computer to my class for the remainder of the semester. Failure to adhere to this policy will reduce your participation points for the semester.

3. **Writing Assignments:** This course meets the all university-writing requirement of 2,500 words. You should be prepared to write often in this course. Do Use a Computer to draft all writing assignments and essays and frequently back up your work on a disk or email it to yourself as an attachment in order to save the file. Save all your work until you receive your final grade. If you have a dispute about a grade received on an assignment that differs from my record, you must show me “proof” of the error. Often this requires that you show me the original assignment that contains my grade. If you have a Mac or use Pages, please figure out ahead of time how to save your work in a word-file if you cannot convert your work, then email it to me in the body of the message. If you need assistance developing your writing, then please visit the campus Writing Center: <http://www.csusm.edu/writingcenter/> for assistance.

4. **Writing Format:** This course meets the all–university writing requirement of 2,500 words per semester. All writing assignments must be typed, double-spaced in a 12-point font or larger with 1-inch margins on the left, right, top, and bottom. All textual citations and bibliographical information must adhere to Chicago Style guidelines for research and writing.

5. **English as a Second Language:** Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

6. **Participation within an Academic Community:** You may find that you have very strong opinions about many of the issues and questions we will be discussing and writing about in this course. At all times, you are expected to adopt a tone that is respectful of the racial, ethnic, class backgrounds, religious affiliations, political beliefs, sexual orientations, and gender of others. The University does not nor will I tolerate micro-aggressions in the form of verbal or written abuse, slurs, or snide comments.

7. **Office Hours:** If you have a question about your performance on a particular assignment or in the course in general, then please visit me during my office hours to discuss the matter privately. I will not engage in a discussion about your grade when I am preparing to teach or preparing to leave class. However, I will gladly give you my full attention to discuss the matter in my office during my regular office hours or during a scheduled appointment. I am available to meet with you two hours per week during office hours or by appointment to provide individualized assistance with your reading and writing assignments. These sessions can be incredibly productive if you come to them prepared and motivated to improve your performance in the course. I am also available by email to answer questions, address your concerns, and provide feedback on your assignments: [enter faculty email address]

8. **Academic Integrity:** CSUSM has a strict policy dealing with matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance with your assignments. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct and your rights under the academic misconduct code stated. https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html. *If you are tempted to cheat or to plagiarize, don't! You will not only fail the course; you may be suspended or expelled from the University as well.*

9. **Access and Functional Needs Support:** Students with access and functional needs should contact me personally as soon as possible so we can discuss appropriate accommodations. Students with AFNs must be registered with AFN Services prior to receiving accommodations in this course. For more information please see: <https://www.csusm.edu/dss/>

10. **Scheduled Absences:** Students who need to miss a class session because of a religious holiday, a university sponsored activity (e.g., a scholarly competition or an academic field trip), or a legally required activity (e.g., emergency military service, jury) should contact me in advance regarding absence from class. Please submit all travel letters from Athletic Academic Services as soon as possible. Failure to notify me of conflicts or provide letters means absences will be marked unexcused and missing assignments will be negatively impacted according to the grading policy.

What can your Major in American Indian Studies at CSUSM do for 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 a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Major is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. 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 can be an advantage in your future career. For more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or IndianCountryToday.

Course Outline

Week 1: Course Overview and American Indian Systems of Land Tenure

- Living Well in a Given World: American Indian Culture and lifeway and relationship to the natural world
- Understanding of California and Southwest American Indian tribes, history, culture and community
- Understand American Indian systems of economy and land tenure
- Understand the nature of American Indian relationship to land and environment and the reciprocal stewardship obligations
- Overview of the framework for learning about American Indian cultural and environmental resources
- Video “We are Still Here” Cahuilla Creation Story Video or other tribal creation story
- Article: Short Overview of California Indian History, Edward Castillo
- Speaker: Tribal Elder

ASSIGNMENT 1: Native Ways of Knowing

- Exposition of Native Ways of Knowing: Read and respond to each of the autobiographies posted. The intent of the assignment is to help you establish rapport with fellow classmates and to develop a collaborative learning community.
- Watch [www.youtube](http://www.youtube.com) Ramona Band of Cahuilla Animated history
 - [www.youtube](http://www.youtube.com) We are still here– video
 - [www.youtube](http://www.youtube.com) Cahuilla Bird Songs video
- Article: “Ceremonial Singing and Cultural Survival in Native California,” Jack Norton
- Knowledge of definitions of American Indian, American Indian lifeway, natural environment
- Oral Tradition, Elder Instruction and story telling, Traditional Knowledge, songs and stories
- Learning Group discussion.

Week 2-Living Well in a Given World

- Lecture: American Indian concepts of Power & Place-Traditional Cahuilla Land Use Water, Land
- Hohokam irrigation in Southwest--Chap 1, 2, 5
- Red Alert-Daniel R. Wildcat
- Speaker: Tribal Elder
- Original Instructions: Indigenous Teachings for sustainable development, Nelson-Chap 5, 6
- The Natural World of California Indians, Heizer & Elsasser - Chapter 3,
- Group Discussion: Understanding of American Indian traditional land use
- Journal Entry

Week 3-Genocide and Ecocide

- Lecture: American Indian experience –removal from homelands, genocide, and resistance; emphasis on California and Southwest experience
- From This War is For A Whole Life, by Richard Hanks-Chap 1, 2
- Genocide in Northwestern California, Norton- Chap 1
- Cupeno Removal
- Quiz: Understanding of American Indian community history and removal
- Write a paragraph about your reaction if you and your family were force-ably removed from your home

- Group Discussion and Articulation of the social, ethical and political implications of cultural resource protection and management on tribal

Week 4--Modern environmental crises and the politics of the environment: conflicts over land and resources

- Be informed of some of the significant contemporary issues involving American Indians and environment including desecration of sacred sites in Southwest and climate change
- Understanding of cultural sovereignty and stewardship as foundation for American Indian Struggles in environmental protection
- Video: Earth Days
- All Our Relations: Native Struggles for Land and Life, Winona La Duke, -Chap 1& 2, 5
- “Fire on the Land” interactive DVD -Salish & Kootenai Tribe “
- San Francisco Peaks Case
- Journal entry on 3 key impacts of climate change.

Week 5--Environmental Conflicts continued

- Examples of environmental conflicts. San Luis Rey River, Whitewater River, Liberty Quarry , Shasta Dam and Winneman Wintu
- Understand Environmental Policy. How American Indian communities exercise protection of environment and inter-actions with government and environmental movement •
- Video: Once there was A River.
- Video: Winneman Wintu Shaste Dam- Oren Lyons, Winona LaDuke
- Article “Native American Landscapes, A Tribal Perspective on CRM and Renewable Energy,” Anthony Madrigal
- Journal entry discussion of different perspectives on environmental conflicts.
- Group Discussion

Week 6: Traditional Environmental Knowledge

- Lecture: How Traditional Environmental Knowledge compliments environmental science
- Tending the Wild, Kat Anderson-Chap 1, 5, 6
- “A cultural and biological assessment of the Whitewater River,” Trafzer
- Presentation by Tribal Expert on Traditional Knowledge
- Analyze how cultural differences affect land management
- Complete a research assignment comparing and contrasting land management techniques of 2 tribes
- Group Discussion: Understanding of some of the traditional management techniques and current projects of these groups
- Applied Research: By date here, complete the Research Article assignment 3 and submit to the cougar courses

Week 7—American Indian Land Tenure/Stewardship: Water, Land, Plants, Animals, and People

- Lecture: Understand nature of cultural and natural landscapes: water, air, and landscape as cultural
- “Who Are My People” Video
- Field visit to a cultural and natural landscape: participate in Community Service Learning activity to develop experiential learning and apply course ideas in real world setting while giving back to the local American Indian community.
- Analyze how cultural differences create legal or ethical issues for tribes in journal entry
 - Experiential Learning and Group Discussion
- By date here, post journal entry on field visit

Week 8--Health and Welfare and the Environment

- Lecture: Traditional Foods, Agriculture
- Indigenized Diets, Wildcat, Chapter 5

- Excerpts: Recovering our Ancestor's Gardens:
- Prepare a traditional menu for the day
- Midterm
- Experiential Learning and Group Sharing (Peer Review of Applied Research)
- Submit final draft of Field Site Visit Journal Entry

Week 9-Climate Change and sustainable practice

- Lecture: Solar energy and dry farming
- Land preservation, Wildcat, Chap 6
- Video: Native American Land Conservancy
- Journal entry on sustainable practices
- Experiential Learning and Group Sharing (Peer Review of Applied Research)
- By date here, post final draft of Applied Research (article)

Week 10--Environmental Justice and Sustainability

- Lecture; Uranium mining and radioactive waste disposal
- Struggle For the Land, Churchill and LaDuke, Chapter 2, 4, 5
- Journal entry on Naïve issue of environmental justice
- Group Discussion

Week 11-Environmental Justice & Sustainability continued

- Endangered Species
- Struggle For the Land, Churchill and LaDuke, Chapter 3,
- Journal entry on sustainable practice
- By date here, post journal entry.

Week 12-American Indian Leadership and Sustainability

- Lecture: Land Management and Renewable Energy
- Tribal Environmental Programs, Wildcat, Chap 7
- Video: Native American Land Conservancy
- Field Trip to Tribal Environmental Program
- Experiential Learning and Group Sharing (Peer Review): Student Presentations (Oral or short paper)
- By date here, student presentation.

Week 13- Application of environmental resource protection policy, laws and regulations

- Article on "The National Environmental Policy Act and the Silencing of Native American Indian Worldviews, Nissaly
- Tribal Environmental Codes
- Experiential Learning and Group Sharing (Peer Review): Student Presentations (Oral or short paper)
- By date here, student presentation.

Week 14-Date--American Indian Environmental Leadership in 21st century

- Indigenous models of Assessment
- Article: In the Light of Justice, W. Echohawk
- Video: Native American Land Conservancy
- Article "Land, Culture and Community:
- Envisioning Native American Sovereignty in the 21st Century," Rebecca Sosie
 - Student Presentations (Oral or short paper) Experiential Learning and Group Sharing
- Experiential Learning and Group Sharing (Peer Review): Student Presentations (Oral or short paper)

- By date here, student presentation.

Week 15-Indigenous People and the United Nations

- Chap 7, Wildcat
- Report of the U.N. Special Rapporteur on the rights of indigenous peoples, James Anaya
- Video: UN Declaration on Rights of Indigenous Peoples
- Student Presentations (Oral or short paper)

Week 16-Final Student Presentations and Final Exam

ORIGINATOR'S SECTION:			
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM		Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016	
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 280			
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Culture and Language Preservation and Revitalization			
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Amer Indian Culture and Lang			
7. Number of Units: 3			
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.) Explores American Indian cultures and languages and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. Examines community practices to preserve, restore, and/or revitalize culture through language preservation.			
9. Why is this course being proposed? To fulfill General Education and Lower Division course requirements for AIS Major.			
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf			
	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
	Lecture	3	C2
	Activity		
	Lab		
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.			
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair			
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)			
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check “yes” in item #22 below.			
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
18. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline			

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*
20. How often will this course be offered once established?* Once per academic year.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION: <i>(Mandatory information – all items in this section must be completed.)</i>	
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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify: American Indian Studies Major	
22. Does this course impact other discipline(s)? <i>(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.	
Linguistics Discipline	_____ Signature
Ethnic Studies Discipline	_____ Signature
_____ Support	_____ Date
_____ Oppose	_____ Date

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

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

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

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 280	Course Title: American Indian Culture and Language	
Number of Units: 3 _____		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description:

Explores American Indian cultures and language and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. Examines the human experience to preserve the most fundamental aspect of existence: language.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____ <i>DC Initial</i>
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
	Support	Do not support*	Support	Do not support*
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
	Support	Do not Support*	Approve	Do not Approve
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
<p>C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.</p>	<p>Students will be introduced to the tribal community practices to preserve, restore, and/or revitalize American Indian heritage languages particularly those in California. Readings will provide a historical overview of the colonial practices that endangered and continue to threaten tribal language continuity as well as provide an analytical framework for students to interrogate the contemporary state of tribal language activism.</p>	<p>The GELOs will be assessed through reflection papers, quizzes, exams, and final research project (GIS Story Map)—which will allow students to locate and “bring to life” the language revitalization methods in a digital and visual story format.</p> <p>Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle.</p>
<p>C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.</p>	<p>The course provides a broad introduction to the connections between tribal languages and cultures to AI identity and community formation. The humanistic methods used draw upon community-based immersion programs for revitalizing native languages—using a master-speaker and apprentice model that situates language/cultural teaching in everyday life experience. In addition Felt Theory and Affective Knowledge will be discussed in a linguistic context to situate the loss and recovery of American Indian language and culture.</p>	<p>The GELOs will be assessed through reflection papers, quizzes, exams, and final research project (GIS Story Map) —which will allow students to locate and “bring to life” the language revitalization methods in a digital and visual story format.</p> <p>Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle..</p>
<p>C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.</p>	<p>The course uses American Indian epistemologies and frameworks for Native Ways of Knowing—which highlights knowledge as an active process situated in a place-based context specific to a tribe’s ancestral and contemporary homeland mixed with textual analysis, close reading of the historical impacts of colonization on AI life, identity, and culture.</p>	<p>The GELOs will be assessed through reflection papers, quizzes, exams, and final research project (GIS Story Map) —which will allow students to locate and “bring to life” the language revitalization methods in a digital and visual story format.</p> <p>Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle.</p>

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	N/A	
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. [Methods Courses]	N/A	
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	N/A	

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will write five reflection papers to be shared in small groups and with the instructor on a bi-weekly basis.	Assessment will include global and local rubric for evaluation including: cogency, organization, evidence, and format.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will be responsible for developing a final presentation that demonstrates their critical thinking about the course through a self-reflective and analytical analysis of the issues, topics, and new knowledge they learned in the course.	Assessment will include a global and local rubric for evaluation for cogency, organization, evidence, and format.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will be introduced to academic research and writing appropriate for the course—using Chicago Manual of Style guidelines for academic writing. A Library tutorial is offered to students.	The GELO will be assessed through an Annotated Bibliography assignment with a rubric to support the relevance of the materials researched to the topic at hand, the formatting of citations, and the ability to summarize and evaluate the source material.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to a wide range of tribal groups in various stages of language and cultural recovery.

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

<p>CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.</p>	<p><input type="checkbox"/> <i>No</i> <input checked="" type="checkbox"/> <i>Yes (please describe):</i> Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle.</p>
--	---

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
<p>Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.</p>	<p>Students will write five (5) two-page reflection papers throughout the semester as well as one (1) five-seven page essay about a research topic for a total of 15-17 pages of writing, which exceeds the 2500 word requirement.</p>
<p>Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.</p>	<p>Students will be given a writing rubric to explain the criteria and conventions of writing which will be graded. The rubric will include information regarding reference citation, research methods, and links to the CSUSM Writing Center where they can receive additional support.</p>
<p>Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.</p>	<p>Students will gain practice and exposure to the critical techniques unique to American Indian Studies methods for researching and writing about American Indians using assigned course readings, in class tutorials, and through an extended application of these in their essay. Students will work individually and in small groups to practice analyzing and interpreting cultural works and historical subject matters in class and on their own through prompts and reflection papers.</p>
<p>Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.</p>	<p>Students will be provided a library research methods tutorial in class at the start of the semester to gain familiarity with the information resources and technologies relevant to the discipline, subject matter, and topics of study in question.</p>
<p>Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.</p>	<p>Students will be assessed via participation (actively contributing to class discussions through verbal feedback), through writing reflection papers focused on a specific prompt from the readings/class lectures, through a formal essay, through reading and topical quizzes, and a mid-term and final exam.</p>

AIS 280 AMERICAN INDIAN CULTURE AND LANGUAGE

Course Description:

The course examines the community practices to preserve, restore, and/or revitalize American Indian heritage languages. Students will study the history of American Indian language endangerment and the impact on tribal/cultural continuity, identity formation, literacy, and fluency in tribal languages in the US, which include a history of the boarding school era, relocation and termination era as well as policies for tribal government reorganization. At its core this class is about the human experience to preserve the most fundamental aspect of human existence: language.

Student Learning Outcomes:

1. Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

Required Readings:

- *Education and Language Restoration: Assimilation Versus Cultural Survival* by Jon Allen Reyhner
- *Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds* by Leisy T. Wyman, Teresa L. McCarty, and Sheilah E. Nicholas
- *The Green Book of Language Revitalization in Practice*. By Leanne Hinton and Ken Hale (Eds.)
- *Flutes of Fire: Essays on California Native Languages* by Leanne Hinton

Supplemental Readings From:

- Additional secondary readings will be posted on Cougar Courses (articles, documents, and brief selections from book chapters)
- *Indigenous Literacies in the Americas: Language planning from the bottom up*. By Nancy H. Hornberger (Ed.) [Full Text Available Online at: <http://site.ebrary.com/lib/csusm/detail.action?docID=10789652>]
- *Can Threatened Languages Be Saved?* By Joshua Fishman (Ed.) [Full Text Available Online at: <http://site.ebrary.com/lib/csusm/detail.action?docID=10016698>]
- Grenoble, L.A., & Whaley, L.J. 1998. *Endangered Languages; Current Issues and Future Prospects*. Cambridge: Cambridge University Press.
- Cantoni, Gina (ed.). 1996. *Stabilizing Indigenous Languages*. Flagstaff: Northern Arizona

University/Center for Excellence in Education.

- Reyhner, Jon (ed.). 1997. *Teaching Indigenous Languages*. Flagstaff: Northern Arizona University/Center for Excellence in Education.
- Reyhner, J., Cantoni, G., St. Clair, R., & Yazzie, E. P. (eds.). 1999. *Revitalizing Indigenous Languages*. Flagstaff: Northern Arizona University/Center for Excellence in Education.

Grades and Course Expectations for Success:

Final Grades are based on the following distribution:

Participation:	15%
Reflection Papers (2 due):	15%
Case Study Research Project:	25%
Quizzes/Exams:	30%
GIS Group Project:	15%
Total	100%

A = 95-100	B+ = 89-85	C+ = 79-75	D+ = 69-65	F = 59-Below
A- = 94-90	B = 84-83	C = 74-73	D = 64-63	
	B- = 82-80	C- = 72-70	D- = 62-60	

1. Participation: Read all the assignments—there is no shortcut for good old-fashioned hard work, dedication, and commitment to learning. I expect everyone to attend every class meeting, and to notify me ahead of time if you know you will be absent. 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. You should also draft at least three (3) Points for Discussion (PFDs) about issues, concerns, questions, and related points from the readings and from contemporary news or social issues. This class is both lecture and discussion-oriented and everyone must participate. 15%

2. Reflection Papers. Write (2) two 3-page reflection papers that provide a critical review and analysis the topics and issues discussed in class. 15%

3. Language Preservation Research Project: Write an 8-10 page case study that demonstrates your research into a tribe's cultural revitalization efforts through language preservation. You must include a bibliography and works cited page with outside academic primary and secondary sources (NO WIKIPEDIA!!). 25%

4. Quizzes and Exams: Weekly quizzes, a mid-term, and a final exam will be administered in this course. All test formats include multiple choice questions and short written responses. The exams are a combination of multiple choice, possible short answers or major essays. Under extraordinary circumstances a missed exam may be made up one week after the exam was taken. You will need a mini-essay Scantron for these exams. Quizzes may be unannounced and they will cover readings, lectures, and videos. Missed quizzes cannot be made up; however you will have quizzes with an approximate value of 100 points. 30%

5. Group Project: *Mapping California Native Language Work* in small groups you will conduct research about California Indian communities to map California Native Languages and the projects, programs, and activism occurring throughout the state to revitalize culture through language preservation. You will be responsible for creating a dynamic Story Map Journal/Presentation that utilizes GIS technology, course readings, your own research, and visual aids (photos/videos) to describe the tribal community, the California language efforts. 15%

Other Policies That Affect Your Grade:

1. **Extra Credit:** Viewing a major film, attending a tribal cultural or arts event, or a lecture, with prior permission, will count for extra credit. A short 1-2 page written summary of the event and proof of attendance is required (*you can earn up to 30 points in extra credit. Each event will be worth 10-15 points, based on your writing/explanation of the event's contribution to your overall knowledge and will be added to Participation Grade*).

2. **Cell Phones & Laptops:** NO CELL PHONE USE DURING CLASS. Turn off cell phones at the start of class. Bring paper and a writing utensil for writing and/or note taking. I write key points and interesting ideas from class discussions on the board. I encourage you to record all information written on the board; the material typically ends up on an exam or a prompt for a response paper. Laptops are not necessary for this task in class and are often a distraction. If you are using your Laptop during class for purposes other than note taking or working on a related assignment, I will ask you turn it off, and you will lose your participation points for the day. If you are asked more than twice to turn off your Laptop, then you will not be allowed to bring the computer to my class for the remainder of the semester. Failure to adhere to this policy will reduce your participation points for the semester.

3. **Writing Assignments:** This course meets the all university-writing requirement of 2,500 words. You should be prepared to write often in this course. Do use a computer to draft all writing assignments and essays and frequently back up your work on a disk or email it to yourself as an attachment in order to save the file. Save all your work until you receive your final grade. If you have a dispute about a grade received on an assignment that differs from my record, you must show me "proof" of the error. Often this requires that you show me the original assignment that contains my grade. If you have a Mac or use Pages, please figure out ahead of time how to save your work in a word-file if you cannot convert your work, then email it to me in the body of the message.

4. **Writing Format:** All writing assignments must be typed, double-spaced in a 12-point font or larger with 1-inch margins on the left, right, top, and bottom. All textual citations and bibliographical information must adhere to Chicago Style guidelines for research and writing.

5. **English as a Second Language:** Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

6. **Participation within an Academic Community:** You may find that you have very strong opinions about many of the issues and questions we will be discussing and writing about in this course. At all times, you are expected to adopt a tone that is respectful of the racial, ethnic, class backgrounds, religious affiliations, political beliefs, sexual orientations, and gender of others. The University does not nor will I tolerate micro-aggressions in the form of verbal or written abuse, slurs, or snide comments.

7. **Office Hours:** If you have a question about your performance on a particular assignment or in the course in general, then please visit me during my office hours to discuss the matter privately. I will not engage in a discussion about your grade when I am preparing to teach or preparing to leave class. However, I will gladly give you my full attention to discuss the matter in my office during my regular office hours or during a scheduled appointment. I am available to meet with you two hours per week during office hours or by appointment to provide individualized assistance with your reading and writing assignments. These sessions can be incredibly productive if you come to them prepared and motivated to improve your performance in the course. I am also available by email to answer questions, address your concerns, and provide feedback on your assignments: [enter faculty email address]

8. **Academic Integrity:** CSUSM has a strict policy dealing with matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance with your assignments. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct and your rights under the academic misconduct code stated.

https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html. *If you are tempted to cheat or to plagiarize, don't! You will not only fail the course; you may be suspended or expelled from the University as well.*

9. **Access and Functional Needs Support:** Students with access and functional needs should contact me personally as soon as possible so we can discuss appropriate accommodations. Students with AFNs must be registered with AFN Services prior to receiving accommodations in this course. For more information please see: <https://www.csusm.edu/dss/>

10. **Scheduled Absences:** Students who need to miss a class session because of a religious holiday, a university sponsored activity (e.g., a scholarly competition or an academic field trip), or a legally required activity (e.g., emergency military service, jury) should contact me in advance regarding absence from class. Please submit all travel letters from Athletic Academic Services as soon as possible. Failure to notify me of conflicts or provide letters means absences will be marked unexcused and missing assignments will be negatively impacted according to the grading policy.

What can your Major in American Indian Studies at CSUSM do for 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 a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Major is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. 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 can be an advantage in your future career. For more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or IndianCountryToday.

Course Outline:

Week & Topic and Issue	
1	Introductions, Course Overview
2	Colonization and Impact on Culture/Language Loss, Reyner and Hinton/Hale
3	Context, Foundation, and State of Native Languages, Reyner and Hinton/hale
4	American Indian Culture-Land-Language Connection, Reyner and Hinton/Hale
5	Understanding Cultural Difference in the process of Language Education, Wyman, McCarty, and Nichols
6	Community and Cultural Renewal, Wyman, McCarty, and Nichols and Hinton (Flutes)
7	Language and Cultural Activism, Reyner, Cantoni, and Yazzie
8	California Native Languages: Mapping the “Living Language Circle”—GIS Tutorial and Guest Lecture
9	Language Preservation and Practice, Grenoble, Fishman, and Reyner et. Al.
10	Teaching/Learning Native Languages, Hornberger and Reyner (Teaching)
11	Technology in Language Preservation, Guest Lecture
12	Revitalizing Native Literacies, Reyner, et. Al. (Revitalization)
13	Presentations: Mapping the “Living Language Circle”
14	Presentations: Mapping the “Living Language Circle”
15	Presentations: Mapping the “Living Language Circle”
16	Final Exam

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
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 290														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Education: Equity and Social Justice														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Am Indian Education														
7. Number of Units: 3														
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.) Compares and contrasts American Indian traditional systems of knowledge with western constructs, provides an introduction to the legacy of Indian Boarding School policies, as well as evaluates the contemporary challenges that American Indians experience in educational systems, such as high dropout rates, low college matriculation rates, and the impact of cultural differences embedded in these trends.														
9. Why is this course being proposed? To fulfill General Education and Lower Division course requirements for AIS Major.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumschedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/ Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</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	3	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check “yes” in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline														

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

20. How often will this course be offered once established? * Once per academic 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:
 American Indian Studies Major

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.

Education Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		
Political Science Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		
History Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

- 1. Originator (please print or type name) _____ Date _____
- 2. Program Director/Chair _____ Date _____
- 3. College Curriculum Committee _____ Date _____
- 4. College Dean (or Designee) _____ Date _____

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

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

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

• AREA D: Social Science

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 290	Course Title: American Indian Education and Social Justice	
Number of Units: 3 units		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description: Compares and contrasts American Indian traditional systems of knowledge with western constructs, provides an introduction to the legacy of Indian Boarding School policies, as well as evaluates the contemporary challenges that American Indians experience in educational systems, such as high dropout rates, low college matriculation rates, and the impact of cultural differences embedded in these trends.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____ <i>DC Initial</i>
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
_____ Library Faculty	_____ Date	Support Do not support* <input type="checkbox"/> <input type="checkbox"/>	Support Do not support* <input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	Support Do not Support* <input type="checkbox"/> <input type="checkbox"/>	Approve Do not Approve <input type="checkbox"/> <input type="checkbox"/>	
_____ GEC Chair	_____ Date			

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

11.25.2015

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

• AREA D: Social Science

See GE Handbook for information on each section of this form

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

Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
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.	This course focuses on understanding the American Indian education in the US. Students are required to identify a social issue in an American Indian community and to create research questions to critically evaluate and address it.	This will be assessed via quizzes, exams, think pieces, field notes, and the final research paper in which students have to demonstrate historical understanding of AI education in the US as well as present new information regarding AI education in 20 th and 21 st century.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Students will analyze the impact of US systems and forms of education on AI people.	This will be assessed via quizzes, exams, think pieces, field notes, and the final research paper in which students have to demonstrate historical understanding of AI education in the US as well as present new information regarding AI education in 20 th and 21 st century.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will outline the historical and contemporary federal policies, laws, and perspectives about American Indian education and the movement for self-determination and social justice, such as the Indian Self-Determination and Education Act (1975) and the recently passed CA Assembly Bill 163, which creates a platform for CA Indian culture and language to be credentialed for CA teachers.	This will be assessed through quizzes and exams.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Students will explain the usefulness of American Indian epistemologies or ways of knowing and federal Indian law/policy to discuss social issues and problems in AI communities regarding education.	This will be assessed via quizzes, exams, think pieces (short written reflections), field notes, and the final research paper in which students have to demonstrate historical understanding of AI education in the US as well as present new information regarding AI education in 20 th and 21 st century.

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will apply research skills through community engagement and experiential learning to communicate in writing knowledge about AIs and education.	This will be assessed through think pieces and field note entries (reflections) and research paper.

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

• AREA D: Social Science

See GE Handbook for information on each section of this form

Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will analyze American Indian epistemologies and other forms of knowledge to develop cross-cultural understanding of federal laws and policies.	This will be assessed on quizzes and exams.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will analyze the legal and historical foundations of AI political identity to evaluate the contemporary issues in American Indian relations and communities.	This will be assessed through the research paper.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to the political, social, and cultural issues impacting AI life, identity, and cultural continuity.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to AI communities to critically understand the role of US systems of education in the oppression and cultural genocide of AI people.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Meets the requirement through reflection papers and a research paper.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	The student's research paper will have a rubric for assessment to evaluate both content (thesis/evidence) and writing proficiency (organization, clarity, and grammar).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students will be required to develop reflection papers and points for discussion of all course literatures.
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	Students will be provided with a library research workshop prior to the start of the research paper and they will be assessed when they complete an annotated bibliography that demonstrates their ability to evaluate primary and secondary academic sources.

AIS 290 AMERICAN INDIAN EDUCATION: EQUITY AND SOCIAL JUSTICE

Course Description:

The course compares and contrasts American Indian traditional systems of knowledge with western constructs, provides an introduction to the legacy of Indian Boarding School policies, as well as evaluates the contemporary challenges that American Indians experience in educational systems such as high dropout rates, low college matriculation rates, and the impact of cultural differences embedded in these trends.

Issues, Themes, and Topics:

- Colonization
- Assimilation
- Indian Boarding Schools
- Resistance
- Laws and policies impacting American Indian education
- History of Tribal Colleges and Native American Serving Institutions
- State of American Indian and Alaska Native Education in California

Program Student Learning Outcomes:

1. Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

Student Learning Outcomes:

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

1. Compare and contrast American Indian traditional systems of knowledge with western constructs.
2. Analyze and research the legacy of Indian Boarding School policies.
3. Evaluate the contemporary challenges that American Indians experience in educational systems, such as high dropout rates, low college matriculation rates, and the impact of cultural differences embedded in these trends.
4. Evaluate and apply Native Ways of Knowing, place-based epistemologies and role of community in Indian education.
5. Recognize and evaluate various legislative models for Indian education throughout the United States.

Required Readings:

1. Villegas, Malia, Neugebauer, Sabina R., and Venegas, Kerry R. (2008) *Indigenous Knowledge and Education: Sites of Struggle, Strength, and Survivance*. Cambridge, MA: Harvard Educational Review
2. Lomawaima, K. Tsianina, and McCarty, Teresa L. (2006) *To Remain an Indian: Lessons in Democracy from a Century of Native American Education*.
3. Bigelow, Bill, and Peterson, Bob (1998) *Rethinking Columbus: The Next 500 Years*. (book can also be ordered from <http://www.rethinkingschools.org/>)
4. Child, Brenda. *Boarding School Seasons: American Indian Families, 1900-1940* [Full Text Available at: <http://site.ebrary.com/lib/csusm/detail.action?docID=10015709>]
5. Proudfit & Proudfit and Gregor, *State of American Indian and Alaska Native Education in California Report 2012, 2014, and 2015* [Available at: <http://www.csusm.edu/cicsc/projects/education-report.html>]
6. Oppelt, Norman. *The Tribally Controlled Indian Colleges: The Beginnings of Self Determination in American Indian Education* (1990).
7. Deloria, Vine and Wildcat, *Power and Place*.
8. Warner, Linda. *Tribal Colleges*.

*Additional secondary readings will be posted on Cougar Courses

Grading Policy:

Midterm	100 points
Final	100 points
Participation	25 points
Think Pieces & Field Notes	50 points
Research paper	100 points

ALL FIELDTRIPS SCHEDULED DURING CLASS TIME ARE MANDATORY.

Examination & Assignments:

There will be 1) midterm exam 2) Think Pieces & field notes 3) Research Paper (which meets the all-university writing requirement of 2,500 words per semester).

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.***

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.

Course Outline

Week & Topic and Issue	
1	Introduction & Course Overview
2	Colonization and Impact on American Indian Education
3	Rise of American Indian Board Schools and Impact
4	Boarding School Seasons: Assimilation and Resistance to US Educational Systems.
5	Mobilizing for Change: Indian Education and Self-Determination Act
6	Role of Tribal Colleges in Indian Education
7	Rise of American Indian Studies
8	Native Ways of Knowing
9	Place-Based Epistemologies
10	Role of Community in Indian Education
11	WA and MT Legislative Models for Indian Education and Social Justice
12	State of American Indian and Alaska Native Education in CA
13	Tribal Initiative at CSUSM
14	Presentations: Final Research Projects
15	Presentations: Final Research Projects

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" 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 490														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Studies: Research, Methods, and Applications														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) AIS Research Methods														
7. Number of Units: 4														
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.) Overview of theories and methods used in gathering and studying data about historical and contemporary American Indian nations, tribal groups, communities, individuals, and their cultural and social productions.														
9. Why is this course being proposed? To fulfill Upper Division course requirements for AIS Major as a culmination of experience and a synthesis of student knowledge from previous courses.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>4</td> <td>C2</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	4	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	4	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check “yes” in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline														

AIS 490 AMERICAN INDIAN STUDIES: RESEARCH, METHODS, AND APPLICATIONS

Course Description: The purpose of this integrative course is to professionally develop students as ethical researchers who produce purposeful, high quality, and effective scholarship that is useful to tribal communities. The primary methods will be based on participatory research, qualitative analysis, Geographical Information System data mapping, and analysis. The primary writing methods will focus on the development of an annotated bibliography to be used to develop a broader literature review about a specific research topic, a research paper that addresses a policy or other social issue facing American Indians. This course focuses on methodological questions and ethical issues concerning the discipline of American Indian Studies such as colonization/decolonization. The course provides an overview of theories and methods used in gathering and studying data about historical and contemporary American Indian nations, tribal groups, communities, individuals, and their cultural and social productions.

Student Learning Outcomes:

1. Describe the legal and historical foundations of American Indian political identity through an analysis of tribal sovereignty.
2. Apply American Indian epistemologies and other forms of knowledge to evaluate contemporary issues in American Indian communities.
3. Recognize and evaluate the historical, cultural, social, economic and political contributions of American Indian leaders, writers, artists, and activists.
4. Identify stereotypes about American Indian peoples and explain their historical production and contemporary manifestation.
5. Apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian sovereignty.

Required Readings:

- Alfred, Taiaiake. *Peace, Power, and Righteousness: An Indigenous Manifesto* (2008).
- Mihesuah, Devon. *Natives and Academics: Research and Writing About American Indians* (1998).
- Norman, Dennis. K and Joseph P. Kalt, Eds. *Universities and Indian Country: Case Studies in Tribal-Driven Research* (2015).
- Tuhiwai-Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples* (2012).

Grades and Course Expectations for Success

Final Grades are based on the following distribution:

Participation:	15%
Annotated Bibliography	15%
Literature Review:	20%
Internship/Service Learning:	30%
Quizzes/Exams:	20%
Total	100%

A = 95-100	B+ = 89-85	C+ = 79-75	D+ = 69-65	F = 59-Below
A- = 94-90	B = 84-83	C = 74-73	D = 64-63	
	B- = 82-80	C- = 72-70	D- = 62-60	

1. **Participation:** Read all the assignments—there is no shortcut for good old-fashioned hard work, dedication, and commitment to learning. I expect everyone to attend every class meeting, and to notify me ahead of time if you know you will be absent. 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. You will also draft response papers that articulate your concerns, questions, and related points from the readings and from contemporary news or social issues. This class is both lecture and discussion-oriented and everyone must participate. 15%

2. **Annotated Bibliography:** An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 200-250 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are not only descriptive summaries like abstracts. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority. You must write an annotated bibliography of fifteen (15) sources based on a research topic you are interested in. 15%

3. **Literature Review:** This assignment is to create your **research question**, which will be the basis for most of the remaining assignments in the course. We will discuss how to create this question in class. You will write a literature review of five (5) key sources based on your annotated bibliography that will then be incorporated into your larger community-based participatory research paper. This paper should integrate the sources you summarized in your annotated bibliography. (NO WIKIPEDIA!!). 15%

4. **Community-Based Participatory Research Paper:** This project will entail Tribal Immersion on a Local Indian Reservations (TBA) to participate in activities and experiences at tribal businesses, governments, schools, healthcare facilities, or youth centers. The Tribal Immersion Trips will provide you with experiential knowledge and a foundation for developing your participatory research skills to help you identify an issue to research and propose a solution or solutions to enact a change in the condition, attitude, belief, or knowledge about the chosen topic (e.g. health disparities, educational program development, or economic development). Once you identify your research topic, you will need to complete the [Institutional Review Board](#) application for permission to conduct your research with a tribal community. Not all research

will require IRB review, however, the purpose is to familiarize you with the IRB process. After you receive confirmation of IRB approval, you will conduct your research, document your findings, and then write a 12-15 page research paper based on the topic that you identify as your main research focus. You must state the topic/problem/issue, provide a literature review, cogent analysis, and if possible, proposed solution or solutions to the issue. Your analysis must include and incorporate your experiential learning as participatory research in the final paper. You must use a minimum of ten (10) scholarly sources to support/examine the issue. You must also make a presentation to class between 15 minutes in length that includes a visual component (print/poster/digital). 35%

5. **Quizzes and Exams:** Weekly quizzes, a mid-term, and a final exam will be administered in this course. All test formats include multiple choice questions and short written responses. The exams are a combination of multiple choice, possible short answers or major essays. Under extraordinary circumstances a missed exam may be made up one week after the exam was taken. You will need a mini-essay Scantron for these exams. Quizzes may be unannounced and they will cover readings, lectures, and videos. Missed quizzes cannot be made up. 20%

Other Policies That Affect Your Grade:

1. **Extra Credit:** Viewing a major film, attending a tribal cultural or arts event, or a lecture, with prior permission, will count for extra credit. A short 1-2 page written summary of the event and proof of attendance is required (*you can earn up to 30 points in extra credit. Each event will be worth 10-15 points, based on your writing/explanation of the event's contribution to your overall knowledge and will be added to Participation Grade*).

2. **Cell Phones & Laptops:** NO CELL PHONE USE DURING CLASS. Turn off cell phones at the start of class. Bring paper and a writing utensil for writing and/or note taking. I write key points and interesting ideas from class discussions on the board. I encourage you to record all information written on the board; the material typically ends up on an exam or a prompt for a response paper. Laptops are not necessary for this task in class and are often a distraction. If you are using your Laptop during class for purposes other than note taking or working on a related assignment, I will ask you turn it off, and you will lose your participation points for the day. If you are asked more than twice to turn off your Laptop, then you will not be allowed to bring the computer to my class for the remainder of the semester. Failure to adhere to this policy will reduce your participation points for the semester.

3. **Writing Assignments:** Do Use a Computer to draft all writing assignments and essays and frequently back up your work on a disk or email it to yourself as an attachment in order to save the file. Save all your work until you receive your final grade. If you have a dispute about a grade received on an assignment that differs from my record, you must show me "proof" of the error. Often this requires that you show me the original assignment that contains my grade. If you have a Mac or use Pages, please figure out ahead of time how to save your work in a word-file if you cannot convert your work, then email it to me in the body of the message.

4. **Writing Format:** This course meets the all-university writing requirement of 2,500 words per semester. All writing assignments must be typed, double-spaced in a 12-point font or larger with 1-inch margins on the left, right, top, and bottom. All textual citations and bibliographical information must adhere to Chicago Style guidelines for research and writing.

5. **English as a Second Language:** Students whose first language is not English should discuss any concerns or needs with me as soon as possible.

6. Participation within an Academic Community: You may find that you have very strong opinions about many of the issues and questions we will be discussing and writing about in this course. At all times, you are expected to adopt a tone that is respectful of the racial, ethnic, class backgrounds, religious affiliations, political beliefs, sexual orientations, and gender of others. The University does not nor will I tolerate micro-aggressions in the form of verbal or written abuse, slurs, or snide comments.

7. Office Hours: If you have a question about your performance on a particular assignment or in the course in general, then please visit me during my office hours to discuss the matter privately. I will not engage in a discussion about your grade when I am preparing to teach or preparing to leave class. However, I will gladly give you my full attention to discuss the matter in my office during my regular office hours or during a scheduled appointment. I am available to meet with you two hours per week during office hours or by appointment to provide individualized assistance with your reading and writing assignments. These sessions can be incredibly productive if you come to them prepared and motivated to improve your performance in the course. I am also available by email to answer questions, address your concerns, and provide feedback on your assignments: [enter faculty email address]

8. Academic Integrity: CSUSM has a strict policy dealing with matters of academic integrity, especially in cases involving plagiarism and illegitimate assistance with your assignments. Plagiarism includes the presentation of the work or ideas of others as your own. You are expected to know and understand university policy regarding academic misconduct and your rights under the academic misconduct code stated.

https://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html. *If you are tempted to cheat or to plagiarize, don't! You will not only fail the course; you may be suspended or expelled from the University as well.*

9. Access and Functional Needs Support: Students with access and functional needs should contact me personally as soon as possible so we can discuss appropriate accommodations. Students with AFNs must be registered with AFN Services prior to receiving accommodations in this course. For more information please see: <https://www.csusm.edu/dss/>

10. Scheduled Absences: Students who need to miss a class session because of a religious holiday, a university sponsored activity (e.g., a scholarly competition or an academic field trip), or a legally required activity (e.g., emergency military service, jury) should contact me in advance regarding absence from class. Please submit all travel letters from Athletic Academic Services as soon as possible. Failure to notify me of conflicts or provide letters means absences will be marked unexcused and missing assignments will be negatively impacted according to the grading policy.

What can your Major in American Indian Studies at CSUSM do for 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 a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Major is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. 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 can be an advantage in your future career. For

more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or [IndianCountryToday](http://IndianCountryToday.com).

Course Outline

Week	Topic, Issue, Theme
1	Why is research about and for American Indian Communities unique and political?
2	Colonization and imperialism (related to American Indian research and methods)
3	Laws and policies impacting American Indian research/methods; institutional Review Board: purpose and process; Qualitative and quantitative methods
4	Impact of research on American Indian people and communities?
5	Community-based participatory research & ethics in research
6	What is a literature review and annotated bibliography?
7	Role of non-Native in American Indian research
8	Role of American Indians in American Indian research
9	GIS Tutorial (Introduction) Part 1
10	GIS Tutorial (Applications) Part 2
11	GIS Tutorial (Analysis) Part 3
12	Field Work
13	Field Work
14	Field Work
15	Final presentations