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| <b>ORIGINATOR'S SECTION:</b>  |   |   |
| 1. College:<br><input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA<br><input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM   | Desired Term and Year of Implementation (e.g., Fall 2008):<br><br>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<br>("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.)<br><u>Introduction to Federal Indian Law and Policy</u>   |   |   |
| 6. Abbreviated Title for PeopleSoft:<br>(no more than 25 characters, including spaces)<br>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 <u>not</u> count toward the 80-word limit.)<br>Introduces the history and contemporary interpretations of federal Indian law from early American rulings that form the foundation of 21 <sup>st</sup> 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?<br>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:<br><a href="http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricular/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricular/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf</a>  |   |   |
| 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.   |   |   |

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| <b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair |  |
| <b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, how many times? (including first offering)   |  |
| <b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, indicate which course _____ and check "yes" in item #22 below.   |  |
| <b>16. Prerequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |  |
| <b>17. Corequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |  |
| <b>18. Documentation attached:</b><br><input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline   |  |
| <b>19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*</b>  |  |
| <b>20. How often will this course be offered once established?*</b> Each Semester   |  |

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| <b>PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:</b><br><i>(Mandatory information – all items in this section must be completed.)</i>  |   |
| <b>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)?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, please specify:<br>American Indian Studies Major  |   |
| <b>22. Does this course impact other discipline(s)?</b> <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<br>If yes, obtain signature(s). Any objections should be stated in writing and attached to this form. |   |
| Political Science<br>Discipline   | See attached Email<br>Signature _____ Date _____ Support _____ Oppose _____ |
| Discipline<br>Signature _____ Date _____ Support _____ Oppose _____   |   |

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) Joely Proudfit Joely Proudfit 3/2/16  
 Date  
 2. Program Director/Chair Joely Proudfit Joely Proudfit 3/2/16  
 Date  
 3. College Curriculum Committee Rebecca H. Hulse Rebecca H. Hulse 3/30/16  
 Date  
 4. College Dean (or Designee) Mary J. Hulse Mary J. Hulse 4/8/16  
 Date

**(UNIVERSITY LEVEL)**

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

# Re: C form New AIS Course AIS 150 Introduction to Federal Indian Policy

PSU Support

Stephen Nichols

Mon 2/29/2016 4:37 PM

To: Joely Proudfit <jproudfi@csusm.edu>;

Hi Joely,

The course looks great to me. I circulated it to the faculty, and will let you know if I get any feedback from them.

Thanks!

Steve

Stephen M. Nichols, Ph.D.  
Associate Professor and Chair  
Department of Political Science  
California State University San Marcos  
333 S. Twin Oaks Valley Road  
San Marcos, California 92096

P (760) 750-8086

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**From:** Joely Proudfit <jproudfi@csusm.edu>  
**Date:** Monday, February 29, 2016 at 4:11 PM  
**To:** Stephen Nichols <snichols@csusm.edu>  
**Cc:** Joely Proudfit <jproudfi@csusm.edu>  
**Subject:** C form New AIS Course AIS 150 Introduction to Federal Indian Policy

Hello –

Attached is the C form and Syllabus for the proposed **AIS 150 Introduction to Federal Indian Policy**. I am writing to ask for review and support of this course since this course may impact your discipline. In addition, should you wish for this course to fulfill any of your major, minor or program requirements please let me know.

Please indicate your support or non-support for this course by **March 9, 2016**. Your email response can serve in lieu of a signature.

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| <b>AIS 150</b><br><b>Introduction to Federal Indian Law and Policy (3 units)</b> |
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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](mailto: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.

**COURSE OBJECTIVES:**

1. Understand the development of the policy and political relationship between American Indian Tribal Governments and federal and state governments.
2. 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.
3. Describe how the notion of “paternalism” shaped the formation of early federal Indian policy in the United States.
4. Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.
5. Identify the current issues facing tribal/federal and tribal/state relations and the strengths and weaknesses of arguments on each side of these issues.
6. Compare the current era of Forced Federalism with prior eras of tribal/federal policy.
7. Identify an area of particular interest in tribal/federal and tribal/state relations and report in depth on that issue.

**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.

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 4<sup>th</sup> 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.***

#### **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](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**

|                      |  |
|----------------------|--|
| <b>Week One</b>      | Course Introduction & Introduction to American Indian Law and Policy   |
| <b>Week Two</b>      | Introduction to American Indian Law & Doctrine of Discovery <ul style="list-style-type: none"><li>• Discovery and Conquest</li><li>• Treaty Making Era</li><li>• Marshall Trilogy</li><li>• Trust Responsibility</li><li>• Sovereignty &amp; National Identity</li><li>• Federal Responsibility</li><li>• The Constitution and the American Indian</li></ul> |
| <b>Week Three</b>    | The Formative Years; Early Law and Policy Decisions, and Cherokee Cases  |
| <b>Week Four</b>     | Removal & Reservations   |
| <b>Week Five</b>     | Roots of Federal Responsibility; The Sources of Federal Power  |
| <b>Week Six</b>      | Peace Policies & Treaties  |
| <b>Week Seven</b>    | Allotment & Assimilation   |
| <b>Week Eight</b>    | Reorganization: The Indian New Deal  |
| <b>Week Nine</b>     | Termination  |
| <b>Week Ten</b>      | Relocation   |
| <b>Week Eleven</b>   | Self Determination and Education Assistance Act  |
| <b>Week Twelve</b>   | Indian Child Welfare Act   |
| <b>Week Thirteen</b> | American Indian Religious Freedom  |
| <b>Week Fourteen</b> | Native American Grave Protection and Repatriation & Indian Gaming and Regulatory Act   |
| <b>Week Fifteen</b>  | Student Presentations  |
| <b>Week Sixteen</b>  | Student Presentations  |