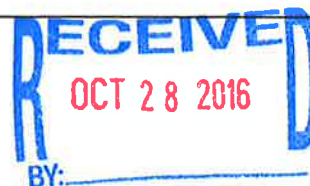


ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (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.) <u>American Indian Religion</u>														
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/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">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)														

09.21.2015



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 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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.
Discipline <u>LTWR</u> <u>see attached email</u> <u>3-31-16</u> <input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose Signature _____ Date _____
Discipline <u>PHIL</u> <u>see attached email</u> <u>3-31-16</u> <input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose Signature _____ Date _____

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 Mark S. Hays Mark S. Hays 4/22/16
Date _____

4. College Dean (or Designee) Mark S. Hays Mark S. Hays 4/22/16
Date _____

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

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

7. President (or Designee) _____ Date _____

Angela Baggett

LTWR Support
or AIS 220

From: Rebecca Lush
Sent: Friday, March 18, 2016 3:05 PM
To: Joely Proudfit
Cc: Angela Baggett
Subject: Re: Please Review AIS 220 C-form

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Joely,

Thank you for the opportunity to review AIS 220 American Indian Religion and Spirituality.

The LTWR Curriculum Committee has finished reviewing your request for AIS 220. We teach many of the primary and secondary texts from the sample syllabus in our department in our upper division courses. We support AIS 220 with the understanding that this topic and subject is offered as a lower division C2 carrying class making it sufficiently distinct from our CC carrying curriculum.

Please accept this email as our electronic support for the C-form.

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Joely Proudfit
Sent: Wednesday, March 16, 2016 1:10 PM
To: Rebecca Lush
Subject: Please Review AIS 220 C-form

Hello –

Greetings –

Attached is the C form and Syllabus for the proposed AIS 220 American Indian Religion and Philosophy. I am writing to ask for department's review and support of this course since this course may impact your discipline.

Please indicate your support or non-support for this course by **March 28, 2016**. Your email response can serve in lieu of a signature.

Thank you, Joely

Nošúun Lóoviq!
My heart is good (Luiseño/Payomkowishum)

Joely (Luiseño/Payomkowishum)

Joely Proudfit, Ph.D. | Director California Indian Culture & Sovereignty Center

Department Chair, American Indian Studies

Office: 760-750-3535 | Direct: 760-750-4619

Email: jproudfi@csusm.edu

Website: www.csusm.edu/cicsc

California's American Indian & Indigenous Film Festival November 17-19, 2016

Website: www.caiiff.com



Phil approval

Angela Baggett

From: Michael McDuffie
Sent: Tuesday, April 05, 2016 10:13 AM
To: Rebecca Lush
Cc: Angela Baggett; Martha Stoddard-Holmes; Joely Proudfit
Subject: Re: CAPC Query about AIS 220

Hello all,

Sorry for the delay; thanks for the reminder. The Philosophy faculty have no objection to the AIS 220 course proposal.

Thank you,

Michael McDuffie, Ph.D.
Associate Professor
Department Chair
Department of Philosophy
Vice Chair, Academic Senate
California State University San Marcos

From: Rebecca Lush <rlush@csusm.edu>
Date: Thursday, March 31, 2016 at 11:20 AM
To: Michael McDuffie <mcduffie@csusm.edu>
Cc: Angela Baggett <abaggett@csusm.edu>, Martha Stoddard-Holmes <mstoddar@csusm.edu>
Subject: CAPC Query about AIS 220

Hi Michael,

I hope you're doing well.

I am writing as CAPC Chair to remind you that the curriculum committee is still awaiting a response from PHIL regarding the C-form for AIS 220. I believe the curriculum proposer has already sent you these materials, but please let us know if you need a copy sent to your department for review.

Please let me know if you have any questions or concerns.

Best,
Rebecca

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

<p style="text-align: center;">AIS 220 AMERICAN INDIAN RELIGION, PHILOSOPHY, AND WORLDVIEW</p>
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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.

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:

- Apress, 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*.
- Shippek, 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: Shippek and Dubois
11	Kumeyaay and Cupeño Life Writings: Delfina Cuero and Gordon Johnson
12	Luiseno Life Writings: Pablo Tac and Bonita Nunez
13	Final Presentations
14	Final Presentations
15	Final Exam