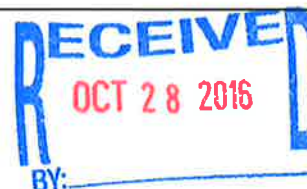


ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (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.) <u>American Indian Art and Contemporary Issues</u>														
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/curriculum/schedule/catalog/curricular/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)														
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														

09.21.2015



18. Documentation attached.	<input checked="" type="checkbox"/> 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?*		

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	<u>See attached</u> Signature	_____ Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline	_____ Signature	_____ Date	<input type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

Joely Proudfit	<i>Joely Proudfit</i>	3/2/16
1. Originator (please print or type name)		Date
Joely Proudfit	<i>Joely Proudfit</i>	3/2/16
2. Program Director/Chair		Date
<i>Rebecca H. Hurd</i>	<i>Rebecca H. Hurd</i>	3/30/16
3. College Curriculum Committee		Date
<i>Mary J. Johns</i>	<i>Mary J. Johns</i>	4/8/16
4. College Dean (or designee)		Date

(UNIVERSITY LEVEL)

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.

Angela Baggett

From: Rebecca Lush
Sent: Tuesday, March 08, 2016 3:32 PM
To: Angela Baggett
Subject: Fw: C form new AIS course American Indian Art and Contemporary Issues

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Angie,

Please see below for AIS ²³⁰~~280~~ support from School of Arts.

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: Tuesday, March 08, 2016 3:23 PM
To: Rebecca Lush
Cc: Theresa Gregor; Patricia Stall
Subject: FW: C form new AIS course American Indian Art and Contemporary Issues

Hi Rebecca –

Please see the below sign off approval to hour C form from the school of arts. Will you please add this to our P form packet.

Thank you, Joely

Noşúun 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



From: Jacquelyn Kilpatrick
Sent: Tuesday, March 08, 2016 3:11 PM
To: Joely Proudfit <jproudfi@csusm.edu>
Subject: Re: C form new AIS course American Indian Art and Contemporary Issues

Hello Joely.

The faculty of the School of Arts agree that the class is fabulous. We support it completely, as long as the GE designation is C2 and not C1.

All the very best,
Jacque

*Jacquelyn Kilpatrick, Ph.D.
Director, School of Arts
California State University San Marcos
(760)750-8294*

From: Joely Proudfit
Sent: Tuesday, March 08, 2016 11:55 AM
To: Jacquelyn Kilpatrick
Subject: RE: C form new AIS course American Indian Art and Contemporary Issues

Hello –

Great we look forward to hearing back from you and your faculty. The GE designation this course would fall under would be C2.

Thank you, Joely

Nosúun 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



From: Jacquelyn Kilpatrick

Sent: Tuesday, March 08, 2016 11:31 AM

To: Joely Proudfit <jproudfi@csusm.edu>

Subject: Re: C form new AIS course American Indian Art and Contemporary Issues

Hello Joely.

We are about to have an SoFA faculty meeting, and we will be discussing the AIS 280 course. I'd like one piece of information. The C-form states that it will be GE. Which GE area are you planning to submit this course to fulfill?

Thank you.

Jacque

Jacquelyn Kilpatrick, Ph.D.

Director, School of Arts

California State University San Marcos

(760)750-8294

From: Joely Proudfit

Sent: Monday, February 29, 2016 4:08 PM

To: Jacquelyn Kilpatrick

Cc: Joely Proudfit

Subject: C form new AIS course American Indian Art and Contemporary Issues

Hello –

Attached is the C form and Syllabus for the proposed **AIS 280 American Indian Art and Contemporary Issues**. I am writing to ask for review and support of this course since this course may impact the School of Art. 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.

Thank you, Joely

No\$úun 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



AIS 230 American Indian Art and Contemporary Issues
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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.

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 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 Art/ist 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	Final Exam