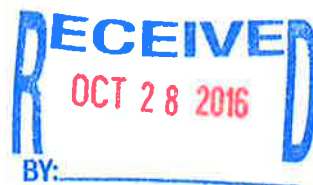


ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (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.) <u>American Indians and Environmental Issues</u>														
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/curriculum/scheduling/catalog/curricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Type of Instruction</th> <th style="width: 33%;">Number of Credit Units</th> <th style="width: 33%;">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														

09.21.2015



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: (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: 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.) <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	<u>see attached email</u> Signature	_____ Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline	_____ Signature	_____ Date	_____ Support <input type="checkbox"/> 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 M. Juel Rebecca M. Juel 3/30/16
Date

4. College Dean (or Designee) Martha J. F. J. J. J. Martha J. F. J. J. J. 4/6/16
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

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

7. President (or Designee) _____ Date

ENVS
approved

Re: C form new AIS Course AIS 240 American Indian and Environmental Issues

Pamela Stricker

Mon 2/29/2016 4:25 PM

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

Cc: Pamela Stricker <stricker@csusm.edu>;

Importance: High

Hi Joely,

The ENVS Program approves this course. We would also approve adding it to the list of interdisciplinary courses (upper division elective) for the ENVS major.

Is this class listed as an Arts and Humanities course or a Social Science course? (My apologies if I missed that on the form.)

Please let me know. Thanks!

Sounds like a very interesting course! :-)

Thanks!

Pamela

From: Joely Proudfit <jproudfi@csusm.edu>

Date: Monday, February 29, 2016 at 4:06 PM

To: Pamela Stricker <stricker@csusm.edu>

Cc: Joely Proudfit <jproudfi@csusm.edu>

Subject: C form new AIS Course AIS 240 American Indian and Environmental Issues

Hello –

Attached is the C form and Syllabus for the proposed **AIS 240 American Indian and Environmental Issues**. 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.

Thank you, Joely

No\$úun Lóoviq!

<p style="text-align: center;">AIS 240 AMERICAN INDIANS AND ENVIRONMENTAL ISSUES</p>
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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.

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:

- 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

250 -300 pts. = A
200- 249 pts. = B
150 -199 pts. = C
100-149 pts. = D
99 or below = F

Course Assessment

4 Mastery Quizzes -20 pts.; 1 Research Assignment 20 pts.; and 1 Final Presentation-100 pts.

Performance:

- Participation in Community Service Learning – 100 Points total - 300
- Assignments -3 (10-20 pts.)
- Final Presentation-30 pts.

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.com.

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 Ramona Band of Cahuilla Animated history](http://www.youtube.com/RamonaBand)
 - [www.youtube We are still here– video](http://www.youtube.com/WeareStillHere)
 - [www.youtube Cahuilla Bird Songs video](http://www.youtube.com/CahuillaBirdSongs)
- 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