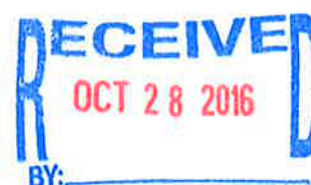


ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* AIS 280														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) American Indian Culture and Language Preservation and Revitalization														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Amer Indian Culture and Lang														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Explores American Indian cultures and languages and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. Examines community practices to preserve, restore, and/or revitalize culture through language preservation.														
9. Why is this course being proposed? To fulfill General Education and Lower Division course requirements for AIS Major.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csum.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">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> <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> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached: <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Detailed Course Outline														

09.21.2015



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

20. How often will this course be offered once established? * Once per academic year.

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

American Indian Studies Major

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline Linguistics Joely Proudfit 3/28/16 X Support X Oppose
Signature Date
Discipline ETST see email 3-18-16 X Support 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 Marcus Stadelman Marcus Stadelman 4/22/16
Date
4. College Dean (or Designee) Marcus Stadelman Marcus Stadelman 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



From: Michelle Holling

Sent: Friday, March 18, 2016 9:33 AM

To: Joely Proudfit <jproudfi@csusm.edu>; Nicoleta Bateman <nbateman@csusm.edu>; Carmen Nava <cnava@csusm.edu>; Stephen Nichols <snichols@csusm.edu>

Cc: Rebecca Lush <rlush@csusm.edu>; Virginia Mann <vmann@csusm.edu>; Regina Eisenbach <regina@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>; Martha Stoddard-Holmes <mstoddar@csusm.edu>; Dreama Moon <dmoon@csusm.edu>; Laurette McGuire <lmcguire@csusm.edu>; Jule Garcia <jmgarcia@csusm.edu>

Subject: RE: P-Form C-Form Syllabus Combined - AIS

Hello Joely.

Please take this email as our (ETST) approval for AIS 280.

I'll reply to your other request about the P-form separately.

Regards, Michelle

From: Joely Proudfit

Sent: Monday, March 14, 2016 2:14 PM

To: Nicoleta Bateman <nbateman@csusm.edu>; Carmen Nava <cnava@csusm.edu>; Stephen Nichols <snichols@csusm.edu>; Michelle Holling <mholling@csusm.edu>

Cc: Rebecca Lush <rlush@csusm.edu>; Virginia Mann <vmann@csusm.edu>; Regina Eisenbach <regina@csusm.edu>; Suzanne Moineau <smoineau@csusm.edu>; Martha Stoddard-Holmes <mstoddar@csusm.edu>

Subject: Fwd: P-Form C-Form Syllabus Combined - AIS

Hello again -

CAPC has requested that I seek the following departments sign off for the below courses. Please let me know if you approve or disapprove by 3/28. An email response will suffice.

AIS 280 - American Indian Culture and Language
Sign off requested from linguistics and ethnic studies

AIS 290 - American Indian Education
Sign Off requested from from political science and history

Comments/Review of AIS 280 and AIS P-form Linguistics Program

The Linguistics Program faculty members appreciate the opportunity to review and comment on the proposed American Indian Studies Program form and the new AIS 280 course. We would like to voice our support for an academically solid interdisciplinary American Indian Studies Program. A program that is truly place-based, interdisciplinary, and focused on themes in American Indian Studies will benefit our CSUSM students, the campus and surrounding community, and, most importantly, Native California communities. However, we are opposed to the current iteration of the program and offer some suggestions below.

Turning first to the AIS 280: American Indian Cultures and Languages, we believe that a course on the interrelationships among American Indian cultures, languages, and the policies that affect them is essential to the AIS program. That said, we are concerned about the generalities we find in the course content that addresses the GELOs.

We are particularly concerned with the course content offered to address GELO C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.

The course content suggested for addressing this GELO includes:

- providing a broad introduction to the connections between tribal languages and cultures to AI identity and community formation.
- humanistic methods that draw upon community-based immersion programs for revitalizing native languages;
- using a master speaker and apprentice model that situates language/cultural teaching in everyday life experience;
- discussing Felt Theory and Affective Knowledge in a linguistic context to situate the loss and recovery of American Indian language and culture.

We do not find adequate support in the syllabus for this content and additionally wonder how Felt Theory and Affective Knowledge are applied in a linguistic context.

Our sense in general is that the course curriculum attempts to accomplish too much with a curriculum too broadly generalized to carefully examine important aspects of the language/culture connection.

In addition, we find this course to be similar to two courses offered by linguists in the Liberal Studies Department. According to the course description, AIS 280 *Explores American Indian cultures and languages and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. Examines community practices to preserve, restore, and/or revitalize culture through language preservation*

(and from the course description on the GE form, *AIS 280 explores American Indian cultures and language and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. The course examines the human experience to preserve the most fundamental aspect of existence: language.*)

In 2016-17, Professor Jocelyn Ahlers will launch a new lower-division course, LING 255: Language Endangerment and Revitalization. Students taking this course will explore contemporary language endangerment and revitalization through an interdisciplinary approach that considers questions regarding the causes and processes of language endangerment and loss, the cultural, scientific, and community responses to impending language loss. Professor Ahlers will use case studies of language endangerment and revitalization projects in California and in other parts of the world, including her own field research with the Kawaiisu tribe in Kern County, California, with whom she has worked for 7 years. Comparative case studies will provide an array of possibilities for the successful revitalization, documentation, and preservation of languages. Professor Ahlers will teach the course one semester each academic year and will hold seats for AIS students should this course be included in the AIS course of studies. Duplication of this course within the AIS Major itself would require an unnecessary faculty hire.

The Linguistics Program faculty members highly recommend that this course be included in the AIS Major course of studies. Professor Ahlers is highly qualified to teach the course as she has years of experience in community engaged research with American Indian populations on the documentation and revitalization of their cultures and languages.

Furthermore, regarding the American Indian Studies P-form, we find that several other Linguistics courses that contain subject matter relevant to many of the topics the AIS Program intends to cover are missing from the ***List of other curricula currently offered by the campus that are closely related to the proposed program.*** Our linguistics courses provide information and scholarly activities that will be valuable for AIS students, particularly as they engage in and with their communities of practice. These courses are taught by LBST tenure-track faculty -- Professors Ahlers, Gómez de García, and Bateman. We will relate these courses to the American Indian Studies PSLOs.

In addition to inclusion of LING 255, the Linguistics faculty members recommend that LING 331 Survey of Native American Languages, be included in the AIS Major curriculum. LING 331 includes discussion of the peopling of the Americas, Native American language families, the geographical locations of Tribal populations at the time of European contact, and the current locations of their descendants. The course introduces the basics linguistic structures of selected languages including many California language families. This linguistic information allows discussion of language family diasporas and displacements that have led to the current geographic dispersal of various language families. These phenomena are necessarily discussed within the cultural context of the populations producing or

exhibiting them. The course also includes discussion of current social situations that have led to the endangerment of the majority of indigenous languages in the world. The course has a heavy focus on California languages, as many students in the class are future teachers wanting to improve their knowledge about the histories, cultures, and contemporary lifestyles and practices of their future students.

This course relates to following PSLOs of the AIS Program:

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

LING 331 is taught by Liberal Studies faculty member Professor Jule Gómez de García who has 30 years of experience collaborating on community-based language documentation and revitalization projects. She collaborated with the Kickapoo Tribe of Oklahoma for eight years on Kickapoo documentation and revitalization projects, has collaborated for eighteen years with the Jicarilla Apache in Dulce, New Mexico, on a dictionary of their language and several other documentation projects, has worked for fifteen years with the Ixhil Maya in Guatemala on recording and analysis personal narratives and cultural phenomena as the basis for a grammar of their language, and works on documentation efforts with the diasporic Q'anjob'al Maya population living in and around the San Marcos area.

Below, we supply the course titles and descriptions of other courses related to the AIS major. As with LING 255 and LING 331, seats in any of these courses would be reserved for AIS students should the AIS Program Directorship agree that they are suitable courses for their students.

LING 341: Language Issues in the United States: Introduces students to a number of issues surrounding language use in the United States today, including bilingual education, bilingualism, English-only legislation, endangered languages, Ebonics, and hate speech. Each issue will be considered in its historical context and in terms of its effect on the school-age population of the United States. Class discussion, rather than lecture, will be the main venue for this exploration, and each section will involve a project considering the issue in its current, real-world context.

LING 351: Language Acquisition: A general introduction to the study of language

development examining current issues and linguistic theories of language acquisition, including those related to cognitive and cultural development, and the effects of sociolinguistic factors, such as gender and socioeconomic status, on language acquisition. Also explores multilingualism, early literacy, and language development in special populations. Students will discover how language is acquired via the interaction of internal and external factors

LING 355: Heritage Languages and Heritage Speakers: Introduces students to the linguistic and cultural properties of heritage languages, defined as languages partially acquired and later supplanted by the dominant language of a given community. Students will investigate phonological, morphological, and syntactic properties of heritage languages, cultural vs. linguistic knowledge with an emphasis on linguistic relativism, the relationship between heritage language and identity, heritage languages as a testing ground for universal properties of language, and pedagogical implications for teaching speakers of heritage languages. *Enrollment is restricted to students with upper- division standing.*

LING 371: Language and Culture: An exploration of the way language shapes and is shaped by culture. Investigates different aspects of language structure that exhibit cultural variation, patterns of cognition and language acquisition, and the socio-linguistic and psycho- linguistic dimensions of cultural variation. It highlights data from English, Spanish, and immigrant and indigenous languages

LING 451: Bilingualism: Multi-dimensional study of bilingualism including: bilingual language and cognitive development, transgenerational patterns, effects of cultural patterns, and political policies toward bilingualism. *Prerequisite: LING 351. Enrollment restricted to students with Junior or Senior standing.*

LING 480: Field Methods for Linguistics: Introduces the process of discovering structures of a language from data obtained directly from its speakers. Emphasizes effectiveness in the field context, the ethics of linguistic fieldwork, rapid recognition of structural features, and preliminary formulation of a descriptive grammar using computational tools. *Prerequisite: LING 300 or 305. Enrollment restricted to students with Junior or Senior standing.*

Each of these classes addresses issues of Native American language endangerment and revitalization, a topic that we recognize to be of critical importance and interest within a large number of Native communities in California and nationwide. Because of the importance of language in all human interaction, we believe that each course can meet the PSLOs of the American Indian Studies program as language study, documentation, and revitalization necessarily require describing, evaluating, and recognizing personal and group contributions, identification of stereotypes and application of research skills through community engagement.

We further hope that the program will achieve the stated goal that AIS will provide students with an interdisciplinary academic field of study that is truly

interdisciplinary by including coursework from other departments so that AIS students can receive what the AIS program promotes: “an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond.” We recognize the responsibility to identify, explain, and distinguish “diverse American epistemologies across multiple fields of study” and are wary of an insular program that seeks only internal interdisciplinarity as that will encourage an insularity that diminishes rather than enhances the program. We would like to invite further conversation on these issues in order to offer target users of the program a broader education that allows choice of perspective and application.

Dr. Jocelyn Ahlers
Dr. Nicoleta Bateman
Dr. Jule Gómez de García



MEMO

To: Martha Stoddard Holmes, Ph.D., Associate Dean for Instruction and Academic Programs
From: Joely Proudfit, Chair, American Indian Studies
CC: CAPC, UCC
Date: April 5, 2016
Re: American Indian Studies Response to Linguistics Program 3/28/16 Comments/Review of AIS 280 and AIS P-form

Thank you for meeting with us today to hear our perspective. AIS major proposers appreciate the critical insights and comments provided by Linguistics Program faculty members regarding the AIS P-Form. We respectfully disagree with their statement that in the AIS 280 course that “course curriculum attempts too much with a curriculum too broadly generalized” on the grounds that the AIS faculty are experts in AIS and include in all AI courses a discussion and introduction to the “language and culture” connection which are foundational aspects of AI identity and community formation.

AIS was not asked to review LING 255 neither by Linguistics or CAPC so it seems very clear that there is not enough of a connection to AIS to now ask us to include it in the major.

With regard to the other 300-level Linguistics courses, we are sure these are excellent courses for Linguistic majors. AIS, as a discipline, is not about Language acquisition. Undoubtedly, language and culture are inherently imbedded in AIS; however, the focus of Linguistics is not the focus of AIS, as an independent field of study. While we acknowledge the expertise of our Linguistics colleagues, we understand that the Linguistics faculty are not AIS experts and may not entirely understand AIS as a discipline. We would be glad to forward the report from the AIS taskforce, who did an in depth study and discussion of AIS as a discipline.

Finally, we applaud the Linguistics department for addressing the issues of Native American language endangerment and revitalization. We agree whole-heartedly that it is an issue of critical importance and interest. We are very pleased that Linguistics majors are receiving this knowledge that is important to their area of study.

The core emphasis for AIS 280 is to provide a general introduction to the importance of language revitalization as it is part of rebuilding tribal infrastructure to address cultural revitalization and this is important in the context of politics, governance and sovereignty—three fundamental and core principles of the AIS major.

It is the position of the AIS department that language/cultural revitalization doesn't always happen through formal linguistic study. It happens with the tribal community—which again is a core part of the AIS major proposal to prepare CSUSM students to work with and for regional/state tribal people. AIS faculty have a proven track record of fostering and facilitating through campus-community engagement, lectures, and immersion trips work in language/cultural preservation, for example Dr. Proudfit helped develop the first-ever translation of the CSU A-G requirements into Luiseño working with local tribal communities and AI students.

In the context of the AIS discipline, the work of language-cultural revitalization is implemented under the leadership of tribal members, such as members of the Kumeyaay Community at Kumeyaay Community College and the Rincon Youth Storytellers who are led by Ami Admire, descendant of Villiana Calac, one of the last fluent Luiseno language speakers. These local case studies, among others, will be comparatively assessed in the course both from local, statewide, and national examples.



California State University SAN MARCOS

Liberal Studies Department California State University San Marcos 333 S. Twin Oaks Valley Road San Marcos, CA 92096-0001

Tel: 760.750.8003 Fax: 760.750.4111 jmgarcia@csusm.edu <http://www.csusm.edu/liberalstudies>

MEMO

To: Martha Stoddard Homes, Ph.D., Associate Dean for Instruction and Academic Programs
From: Jule Gómez de García, Jocelyn Ahlers, and Nicoleta Bateman – Linguistics Program Faculty
CC: CAPC, UCC
Date: April 8, 2016
RE: Linguistics Program Response to American Indian Studies Program - April 5, 2016, Comments/Review of AIS 280 and AIS P-form

Thank you for meeting with the Linguistics Program faculty on April 7, 2016, to discuss the American Indian Studies Program response to our questions and concerns regarding the American Indian Studies P-form and AIS 280 course.

The Linguistics faculty thanks AIS for the response to our concerns regarding certain overlap of the AIS curriculum with the Linguistics curriculum. In response, we would like to speak to the following points:

We would like to reiterate our stance that the AIS 280 course titled “American Indian Culture and Language” that describes or deals with language as its central theme is indeed within the content of Linguistics and that such a course would overlap with our LING 255 and LING 331 classes. The response from AIS includes the statement that AIS 280 is “a general introduction to the importance of language revitalization as it is part of rebuilding tribal infrastructure to address cultural revitalization and this is important in the context of politics, governance and sovereignty”. We see two interrelated solutions to the problem of this overlap. First, although the title of the course is “American Indian Culture and Language,” it is clear from our reading of the AIS 280 course description, SLOs, and supporting documentation that most of the course content focuses on the history of language loss in Native North America. In that case, we suggest that AIS 280 could better be presented as a history course that will “provide a historical overview of the colonial practices that endangered and continue to threaten tribal language continuity” (quoting from the course content that addresses GELO C2.1). Such a course would provide “a broad introduction to the connections between tribal languages and cultures” (GELO C2.2). Creation of the Story Map using GIS technology would provide an excellent visual presentation of the histories of various American Indian communities. In addition to compounding the impact of that information for students in a lower-division introductory course, the Story Map sets the scene for discussion of current language endangerment and revitalization practices (LING

255) and/or for discussion of current social situations that have led to the endangerment of the majority of indigenous languages in the world, and American Indian languages in particular (LING 331).

In conjunction with this shift in emphasis, and noting that AIS has been willing to include courses from other departments where faculty expertise and content coverage are present, we recommend the inclusion of LING 255 Language Endangerment and Revitalization and LING 331 Survey of Native American Languages to the menu of course options for lower and upper division core courses in the AIS major. The AIS response memo states that “discussion and introduction to the ‘language and culture’ connection...are foundational aspects of AI identity and community formation.” As linguists, we recognize the inherent truth of this statement as these are foundational concepts in Linguistics and drive all aspects of and practices in the linguistic documentation of languages. It is precisely for this reason that we assert that these two LING courses would be valuable additions to the AIS curriculum.

The AIS response also includes the statement that they “acknowledge the expertise of our Linguistics colleagues,” but other statements indicate that they, in fact, do not acknowledge our expertise. Again quoting from the AIS response: “It is the position of the AIS department that language/cultural revitalization doesn’t always happen through formal linguistic study. It happens with the tribal community.” Given their combined fifty years of work with American Indian communities in the United States, Professors Ahlers and Gómez de García certainly recognize the truth of this statement. Their community interactions have always included attention to the contextual inter-relationships of language, politics, governance and sovereignty. In fact, successful work within American Indian communities can ONLY be accomplished if those contexts are respected and attended to throughout the processes of language documentation and revitalization. A statement to the contrary such as that expressed in the AIS response indicates to us that the AIS directors are not aware of the current state of linguistic documentation and research practices, nor are they prepared to acknowledge the expertise of their linguist colleagues.

Another comment in the AIS response that we would like to address is the following: “We are very pleased that Linguistics majors are receiving this knowledge that is important to their area of study.” To address the smaller point first, we do not have a Linguistics major program at this point. Students can earn a Depth of Study in Linguistics as a Liberal Studies student or they can earn a Minor in Linguistics regardless of their major. Our current list of students enrolled in the Minor includes, in addition to LBST students, students majoring in Literature and Writing, Molecular Cell Biology, Biochemistry, Spanish, Health Sciences, and Chemistry. The larger point is that many of the courses we offer in the Linguistics program are General Education courses. These are extremely popular courses that are taken not only by students who are pursuing a linguistics minor, but by students who are fascinated by the interactions of language, culture, politics, and social practices, particularly as those topics are addressed within the American Indian communities with whom

Professors Ahlers and Gómez de García work. While it is true that, as the AIS proposers contend, “the focus of Linguistics is not the focus of AIS,” the focus of Linguistics does not inherently exclude any of the topics, including sovereignty issues and community revitalization, that are the focus of AIS.

As a final concern, we would like to address the statement that “the Linguistics faculty are not AIS experts and may not entirely understand AIS as a discipline.” We would contend that, as generally conceptualized as an academic discipline, AIS is a broad tent which includes expertise from a number of related disciplines such as Linguistics; in fact, it is because of our long-term engagement with and understanding of the field of AIS that we have cause for concern. The AIS P-form includes the statement that “the AIS Major at CSUSM is an endogenous, place-based, and interdisciplinary field of study that lends itself to a variety of careers in government, education, health professions, business, and the nonprofit sector.” We do not see in the P-form any discussion of their interpretation of “endogenous” and are frankly concerned that the term refers to what could be considered an “internally driven” mechanism that would exclude not only non-American Indian faculty, but also non-American Indian students. It is our hope that the practice of “interdisciplinarity”, as it is embraced here at CSUSM, will be fully applied to the AIS program to the benefit of all our students and local communities.

We appreciate the opportunity to engage in these important ongoing conversations with our colleagues in AIS, and look forward to working together in the future to deliver this important curricular content to CSUSM students.

Angela Baggett

From: Joely Proudfit
Sent: Wednesday, April 20, 2016 4:19 PM
To: Rebecca Lush; Angela Baggett; Martha Stoddard-Holmes
Cc: Theresa Gregor; Patricia Stall; Joely Proudfit (jproudfit@naqcom.com)
Subject: Updated P-Form, Syllabi, C-Form, and Comments
Attachments: AIS-CSUSM_P-Form_Combined_04_20_2016.pdf; AIS-ReviewFromCAPC-FinalComments-042016.docx; C_Form_AIS 490_04.19.2016.docx; AIS.290_AI.Education_Syllabus_04.19.2016.docx; AIS.280_Culture.and.Language_04.19.2016.docx; AIS.230_American.Indian.Art_04.19.2016.docx; AIS.150_Intro.to.Fed.IndianLaw_04.19.2016.docx; AIS.490_AIS.Research.Methods_Syllabus_04.19.2016.docx; AIS.240_American.Indians.and.Environmental.Issues_04.19.2016.docx; AIS.220_Religion.Worldviews.and.Philosophy_04.19.2016.docx

Importance: High

Follow Up Flag: Follow up
Flag Status: Flagged

Hello –

Thank you CAPC for your thorough review of our P-Form. We have addressed each item that you delineated in the your document sent on 04/18/2016 (see yellow highlights in red print). We are also attaching the revised supporting documents with the updated P-Form.

We look forward to the conclusion of your review so that the P-Form can move on to UCC and GEC this semester.

Your rigorous attention to our proposal was greatly appreciated.

Best,
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

AIS Review from CAPC

CAPC has completed its review of the AIS P-form materials and lists below the questions and corrections we need to have the proposer attend to before we can move the materials on to the next stage of review. Please contact CAPC Chair Rebecca Lush and Support Coordinator Angela Baggett with any questions.

C-forms:

The AIS 490 forms need the following revisions: DONE---SEE ATTACHED C-FORM FOR AIS 490 AND REVISED AIS 490 SYLLABUS

- ☐ request changes to catalog style on #8. Begin with “Overview”
- ☐ Course listed as C2 but the last four weeks are fieldwork. Should it be two units of C2s and one unit of C7? Ask proposer for clarity about the delivery mode
- ☐ Confirm that GE box being checked is a typo
- ☐ #5 and #6 add “Studies” and “ST” so that “American Indian” functions as a modifier
- ☐ Ask for revised and corrected #9 to reflect upper division and what we assume to be a majors only course
- ☐ Recommend in boxes #8 and #9 directly stating how this course might be a kind culminating experience. CAPC noted there’s already a capstone for the AIS major, but 490 assumes students are synthesizing knowledge from previous coursework so should be taking it later in their time in the program and having this specified will ensure students understand this as well
- ☐ Request clarification about description of methods/assignments in the course description on the syllabus. Method doesn’t match up with library/research assignment described. Is the course requiring students to do multiple kinds of assignments from different methodologies? Please make that more clear in the first part of the syllabus.
- ☐ Correct minor typographical errors in syllabus under #4—spelled out numbers do not match numerals provided.

For AIS 280 CAPC has closely reviewed all the submitted memos surrounding this course. From what CAPC can ascertain, both AIS and LING agree that AIS 280 isn’t a traditional linguistics course. CAPC proposes the following recommended revisions to the course title and course description as the below language might better capture the uniqueness of AIS’s approach to the topic:

New Proposed Title: Politics of American Indian Languages and Revitalization

New Proposed Box #8: Explores the historical and political issues affecting American Indian languages with an emphasis on language and language cultures as political expressions of tribal sovereignty.

Please let CAPC know if the proposed title and catalog description are amenable. Thank you for providing further details about AIS's vision of AIS 280. AIS RESPECTFULLY DECLINES RECOMMENDATION FROM CAPC TO REVISE THE COURSE TITLE AND DESCRIPTION BECAUSE THE COURSE WAS DESIGNED WITH COMMUNITY INPUT AND AT THE COMMUNITY'S SUGGESTION—SINCE THERE IS CLEAR DISTINCTION THAT THE COURSE IS NOT "LINGUISTIC COURSE" THEN THERE SHOULD NOT BE A NEED TO REVISE TITLE/DESCRIPTION.

Feedback on the P-form:

Please fully answer 2H. CAPC appreciated the inclusion of Regina's email but the question also asks for clarification on how the program will support the campus's mission and affect existing programs. The P-form addresses this at length later on so abridging those details to add to 2H is needed for the question to be fully addressed. CAPC doesn't think this needs to be an overly elaborate answer. CHANGES MADE, SEE 2H IN P-FORM ATTACHED

There are some inconsistencies with how the PSLOs are listed throughout the document. In some cases 5 PSLOs are listed and in other sections 6. Also, while the content among the different versions of the PSLO is similar, the phrasing also is not consistent. Please review all instances of PSLOs (including appendix materials) and correct to the final versions and make sure the correct number and phrasing is used in all instances throughout the document. DONE

The committee also noted that on page 10 of the pdf emailed on April 6 that "Appendix D" should really be listed as "Appendix C." The committee also requests that whatever the official version of PSLOs decided upon, that all supporting sample syllabi be updated if necessary to reflect consistent phrasing and numbering from the P-form. DONE—see attached syllabi.

The appendices also need to include AIS 490. DONE

The assessment matrix that ranks the different courses as I, R, M treated all courses the same based on upper versus lower division designation. This is very unusual for what CAPC normally sees. Could this matrix be revised to more precisely consider which courses have greater focus on the PSLOs in question? CAPC recommends consultation with Melissa Simnitt if needed. WE USED MELISSA TO BEGIN WITH AND SHE SUPPORTED WHAT WE DEVELOPED.

On p. 10 of the pdf emailed on April 6 please remove courses that already exist to keep list just to those new courses being proposed in conjunction with the P-form. Also, please double check that the most up to date language from the most recent C-form submission is reflected in the catalog language, particularly if the proposer wishes to adapt CAPC's suggestions for AIS 280. N/A

On p. 25 of the pdf emailed on April 6 there is a discussion about hiring needs that was unclear in its current presentation to CAPC. CAPC isn't requesting any action on this, but just noting a friendly observation since other levels of review more closely connected to budgetary aspects may have a similar response and require action. NOTED

On pages 28, 29, and 34 there is references to VSAR 440 as an elective. The committee inferred that perhaps this was from an earlier iteration of the document. Please confirm if VSAR 440 is part of the elective options, and if so please supply a rationale because the course title "Advanced Digital Arts" was not immediately intuitive as in the other course titles listed for electives. Also, the road maps and the advising worksheets appear to be older drafts—please provided updated ones. Domenica Pearl is happy to resend the most current ones should you need them again. We also noted that p. 29 includes a reference to HIST 337 that may be a holdover from a previous draft. Please let us know if HIST 337 is supposed to be part of the major or not since it only appears on p. 29 on the roadmap. DONE.

The assessment plan on p. 31 of the pdf seemed overly complex, particularly with the use of "pre-testing." CAPC would like the proposer to consult with Melissa Simnitt to craft a more streamlined assessment plan that would not require such an intensive workload for faculty. WE CONSULTED WITH MELISSA ALREADY.

Finally, the committee was happy to note positive memos of support provided by some of the affected programs reviewing the P-form. CAPC sees the commentary provided in these memos within the context of "friendly amendments." Could AIS clarify if they would like to accept ANTH's suggestion of including ANTH 360 and/or ANTH 465 as electives that may count towards the major? AIS RESPECTFULLY DECLINES TO INCLUDE ANTH 360 AND 465 AS ELECTIVES AT THIS TIME

Thank you for proposing an important addition to the campus curriculum.

<p style="text-align: center;">AIS 280 AMERICAN INDIAN CULTURE AND LANGUAGE</p>

Course Description:

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

Student Learning Outcomes:

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

Required Readings:

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

Supplemental Readings From:

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

University/Center for Excellence in Education.

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

Grades and Course Expectations for Success:

Final Grades are based on the following distribution:

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

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

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

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

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

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

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

Other Policies That Affect Your Grade:

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

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

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

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

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

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

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

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

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

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

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

What can your Major in American Indian Studies at CSUSM do for you? Interested in a career in law, public policy, politics, journalism, education, public health, social work, international relations, community organizing, public relations, urban planning, and other socially engaged careers? American Indian Studies is a dynamic and interdisciplinary field of study that allows students to critically examine the complex political status of American Indians as sovereign nations in the US. The AIS Major is especially committed to developing critical thinking skills and compassionate social engagement with Tribal communities, governments, and peoples. I encourage you to explore the possibilities of career development and ongoing community service after graduation by pursuing employment in the American Indian community. Your American Indian Studies Minor can be an advantage in your future career. For more information, please contact me throughout the semester to discuss your academic goals and/or visit the American Indian Studies Department located in SBSB 1118. You can also look for current employment with tribal organizations at NativeHire.org or IndianCountryToday.

Course Outline:

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