AIS 490

California State University San Marcos   • NEW COURSE •   FORM C

ORIGINATOR'S SECTION:		
1. College: ☒ **CHABSS** ☐ **CoBA** ☐ **CoEHHS** ☐ **CSM**	**Desired Term and Year of Implementation (e.g., Fall 2008):** Falll 2016	

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)   ☐ Yes ☒ No

3. Course will be a variable-topics (generic) course? ☐ Yes ☒ No
("generic" is a placeholder for topics)

4. Course abbreviation and Number:* AIS 490

5. Title: *(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)*
American Indian Studies: Research, Methods, and Applications

6. Abbreviated Title for PeopleSoft:
(no more than 25 characters, including spaces)
AIS Research Methods

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 not count toward the 80-word limit.)*

Overview of theories and methods used in gathering and studying data about historical and contemporary American Indian nations, tribal groups, communities, individuals, and their cultural and social productions.

9. Why is this course being proposed?

To fulfill Upper Division course requirementsfor AIS Major as a culmination of experience and a synthesis of student knowledge from previous courses.

10. Mode of Instruction*

For definitions of the Course Classification Numbers: *http://www.csusm.edu/academic_programs/curriculumschedu* *ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/* *Instructional%20Mode%20Conventions.pdf*	**Type of Instruction**	**Number of Credit Units**	**Instructional Mode (Course Classification Number)**
	Lecture	3 2	C2
	Activity	1	C7
	Lab		

11. Grading Method:*
☒ Normal (N) *(Allows Letter Grade +/-, and Credit/No Credit)*
☐ Normal Plus Report-in-Progress (NP) *(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)*
☐ Credit/No Credit Only (C)
☐ 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? ☐ Yes ☒ No

☐ Faculty   ☐ Credential Analyst   ☐ Dean   ☐ Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? ☐ Yes ☒ No
If yes, how many times?   (including first offering)

15. Is Course Crosslisted: ☐ Yes ☒ No

If yes, indicate which course   and check "yes" in item #22 below.

16. Prerequisite(s): ☐ Yes ☒ No

17. Corequisite(s): ☐ Yes ☒ No

18. Documentation attached:
☐ Syllabus   ☒ 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 _____   Signature _____   Date _____   _____Support _____Oppose

Discipline _____   Signature _____   Date _____   _____Support _____Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) _Joely Proudfit_   Date
2. Program Director/Chair _Joely Proudfit_   Date
3. College Curriculum Committee _____ 4/22/16   Date
4. College Dean (or Designee) _____ 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

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

Course Description: The purpose of this integrative course is to professionally develop students as ethical researchers who produce purposeful, high quality, and effective scholarship that is useful to tribal communities. The primary methods will be based on participatory research, qualitative analysis, Geographical Information System data mapping, and analysis. The primary writing methods will focus on the development of an annotated bibliography to be used to develop a broader literature review about a specific research topic, a research paper that addresses a policy or other social issue facing American Indians. This course focuses on methodological questions and ethical issues concerning the discipline of American Indian Studies such as colonization/decolonization. The course provides an overview of theories and methods used in gathering and studying data about historical and contemporary American Indian nations, tribal groups, communities, individuals, and their cultural and social productions.

Course Objectives/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:
- Alfred, Taiaiake. *Peace, Power, and Righteousness: An Indigenous Manifesto* (2008).
- Mihesuah, Devon. *Natives and Academics: Research and Writing About American Indians* (1998).
- Norman, Dennis. K and Joseph P. Kalt, Eds. *Universities and Indian Country: Case Studies in Tribal-Driven Research* (2015).
- Tuhiwai-Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples* (2012).

Grades and Course Expectations for Success
Final Grades are based on the following distribution:

Participation:	**15%**
Annotated Bibliography	**15%**
Literature Review:	**20%**
Internship/Service Learning:	**30%**
Quizzes/Exams:	**20%**
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 will also draft response papers that articulate your 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. **Annotated Bibliography:** An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 200-250 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are not only descriptive summaries like abstracts. Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority. You must write an annotated bibliography of fifteen (15) sources based on a research topic you are interested in. 15%

3. **Literature Review:** This assignment is to create your **research question,** which will be the basis for most of the remaining assignments in the course. We will discuss how to create this question in class. You will write a literature review of five (5) key sources based on your annotated bibliography that will then be incorporated into your larger community-based participatory research paper. This paper should integrate the sources you summarized in your annotated bibliography. (NO WIKIPEDIA!!). 15%

4. **Community-Based Participatory Research Paper:** This project will entail Tribal Immersion on a Local Indian Reservations (TBA) to participate in activities and experiences at tribal businesses, governments, schools, healthcare facilities, or youth centers. The Tribal Immersion Trips will provide you with experiential knowledge and a foundation for developing your participatory research skills to help you identify an issue to research and propose a solution or solutions to enact a change in the condition, attitude, belief, or knowledge about the chosen topic (e.g. health disparities, educational program development, or economic development). Once you identify your research topic, you will need to complete the Institutional Review Board application for permission to conduct your research with a tribal community. Not all research

will require IRB review, however, the purpose is to familiarize you with the IRB process. After you receive confirmation of IRB approval, you will conduct your research, document your findings, and then write a 12-15 page research paper based on the topic that you identify as your main research focus. You must state the topic/problem/issue, provide a literature review, cogent analysis, and if possible, proposed solution or solutions to the issue. Your analysis must include and incorporate your experiential learning as participatory research in the final paper. You must use a minimum of ten (10) scholarly sources to support/examine the issue. You must also make a presentation to class between 15 minutes in length that includes a visual component (print/poster/digital). 35%

5. **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. 20%

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:** 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:** 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.

Course Outline

Week	Topic, Issue, Theme
1	Why is research about and for American Indian Communities unique and political?
2	Colonization and imperialism (related to American Indian research and methods)
3	Laws and policies impacting American Indian research/methods; institutional Review Board: purpose and process; Qualitative and quantitative methods
4	Impact of research on American Indian people and communities?
5	Community-based participatory research & ethics in research
6	What is a literature review and annotated bibliography?
7	Role of non-Native in American Indian research
8	Role of American Indians in American Indian research
9	GIS Tutorial (Introduction) Part 1
10	GIS Tutorial (Applications) Part 2
11	GIS Tutorial (Analysis) Part 3
12	Field Work
13	Field Work
14	Field Work
15	Final presentations