

2017 10 02 cover Email - AIS 150
Area Dcg

Criselda Yee

From: Joely Proudfit
Sent: Monday, October 02, 2017 6:07 PM
To: Michael Hughes
Cc: Criselda Yee
Subject: RE: AIS 150 Form
Attachments: dcg.AIS150.docx

Categories: Important

Hello –

Here is the Dcg form for AIS 150.

Thank you, Joely

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

Joely (Luiseño/Payomkowishum)

Joely Proudfit, Ph.D. | Director California Indian Culture & Sovereignty Center
Professor, American Indian Studies
Department Chair and Professor, American Indian Studies
Office: 760-750-3535 | Direct: 760-750-4619
Email: jproudfi@csusm.edu
Website: www.csusm.edu/cicsc

Purchase New Book: On Indian Ground: California

Website: <http://www.infoagepub.com/products/On-Indian-Ground>

California's American Indian & Indigenous Film Festival November 2-4, 2017

Website: www.caiiff.com





From: Michael Hughes
Sent: Monday, October 02, 2017 1:30 PM
To: Joely Proudfit <jproudfi@csusm.edu>
Cc: Criselda Yee <cyee@csusm.edu>
Subject: AIS 150 Form

Hi Joely,

I'm embarrassed to admit I didn't look closely enough at the form you sent us last week. You sent us the D form, and we need the Dcg form, on which the prompts are slightly different. Would you mind cutting and pasting, into the relevant section of the Dcg form? I'm sorry for all of this runaround.

Best,
Michael

AIS 150 Area Dcg

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 150	Course Title: American Indian Federal Law and Policy	
Number of Units: <u> 3 </u>		
College or Program: X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: x Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input type="checkbox"/> face to face x hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print):	Email: jproudfi@csusm.edu	Submission Date:

1. Course Catalog Description: This course introduces students to the evolution of federal Indian law and policy from early American rulings that formed the foundation to contemporary interpretations of tribal sovereignty to a review of recent legal cases and precedence that impact American Indian land and people. A critical understanding of the legislative process and its effect on American Indians and all US citizens will provide students with the knowledge to shape future policy and interests in the region, the state, and the nation.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

x	Course description, course title and course number
x	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
x	Topics or subjects covered in the course
x	Registration conditions
x	Specifics relating to how assignments meet the writing requirement
x	Tentative course schedule including readings
x	Grading components including relative weight of assignments

SIGNATURES

Course Proposer Joely Proudfit	Date	Department Chair Joely Proudfit	date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
		Support Do not support*		DC Initial	
	Date	<input type="checkbox"/> <input type="checkbox"/>			
Library Faculty			Impacted Discipline Chair		Date
		Support Do not Support*		Approve Do not Approve	
	Date	<input type="checkbox"/> <input type="checkbox"/>			
Impacted Discipline Chair			GEC Chair		Date

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone: Email:

RECEIVED

OCT 02 2017

BY: _____

Review Page
1 Tracker
GEC PS

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Deg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Deg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

Part A: Deg American Institutions – Constitution/Government General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Constitution/Government GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
Dc/g.1: Students will be able to distinguish the major features of the United States and California constitutions.	Students will be able to distinguish the major features of the United States, California constitution and tribal constitutions. Students will be introduced to the US and California state constitutional laws that impact and govern tribal nations.	Students learn about the social, political, economic issues in American Indian communities impacted by federal and state laws and policies. Students learn to create research questions to critically evaluate and address these issues. Students will also be evaluated using think pieces and field notes.
Dc/g.2: Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes.	Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes. Students will be able to describe the relationships between tribal, state, and federal governments through unique status of tribal nations and citizens as political entities and actors, “nation-states within the nation,” and not as an ethnic/minority group.	Students will examine the role of interest group politics and their impact on tribal nations through the intergovernmental relationships and political processes Mandated by federal and state constitutions. Students will take a midterm.
Dc/g.3: Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.	Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.	Students will examine constitutional rights for all citizens as well as American Indians through an analysis of the Indian Civil Rights Act, US Constitution, State’s Rights Cases, Case Studies, and numerous federal Indian law cases and statutes, for example:

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

		<p>the Marshall trilogy, Doctrine of Discovery, Dawes Act, Merriam Report, Indian Reorganization Act, Indian Citizenship Act, Indian Relocation Act, Indian Termination Act (PL 280), Indian Self-Determination and Education Act (PL 93-638), Violence Against Women Act.</p>
--	--	--

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	This course introduces students to the evolution of federal Indian law and policy from early American rulings that formed the foundation to contemporary interpretations of tribal sovereignty to a review of recent legal cases and precedence, that impact American Indian land, government institutions, community, and people.	Think pieces, field notes, develop research questions
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	<p>Understand the development of the policy and political relationship between American Indian Tribal Governments and federal and state governments.</p> <p>Understand the underlying European concepts of “discovery” and “conquest” and how these concepts influenced the European view and subsequent policies towards the land and the Native people they encountered in America and what would later become the United States.</p> <p>Describe how early Indian policy contributed – both intentionally and unintentionally – toward a</p>	Students will do a research paper that identifies the current issues facing tribal/federal and tribal/state relations and the strengths and weaknesses of arguments on each side of these issues.

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

	<p>dependency by the tribes on the United States federal government. Identify the current issues facing tribal/federal and tribal/state relations and the strengths and weaknesses of arguments on each side of these issues.</p>	
<p>Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)</p>	<p>Compare the current era of Forced Federalism with prior eras of tribal/federal policy.</p> <p>Identify an area of particular interest in tribal/federal and tribal/state relations and report in depth on that issue.</p>	<p>Students will write a research paper that will identify an area of particular interest in tribal/federal and tribal/state relations and report in depth on that issue.</p>

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All Dcg courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<p>1. <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<i>please describe</i>): Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes. Students will be able to describe the relationships between tribal, state, and federal governments through unique status of tribal nations and citizens as political entities and actors, “nation-states within the nation,” and not as an ethnic/minority group. Students will examine the role of interest group politics and their impact on tribal nations through the intergovernmental relationships and political processes mandated by federal and state constitutions.</p>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<p>1. <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<i>please describe</i>): Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights. Students will examine constitutional rights for all citizens as well as American Indians through an analysis of the Indian Civil Rights Act, US Constitution, State’s Rights Cases, Case Studies, and numerous federal Indian law cases and statutes, for example: the Marshall trilogy, Doctrine of Discovery, Dawes Act, Merriam Report, Indian Reorganization Act, Indian Citizenship Act, Indian Relocation</p>

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• **AREA Dcg: American Institutions – Constitution and Government**

See GE Handbook for information on each section of this form

	Act, Indian Termination Act (PL 280), Indian Self-Determination and Education Act (PL 93-638), Violence Against Women Act.
--	--

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words (OR 850 words/1 unit, 1700 words/2 units) of writing shall be required in each course.	Research paper Midterm Think pieces & Field notes
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature.	Research paper
As per EO 1061 , the course content must include: 1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.	The Constitution, Articles of Confederation, Framers, & the Major Constitutional Principles The Constitution and the American Indian (Rules of the Game) <ul style="list-style-type: none"> • Discovery and Conquest, Treaty Marking Era • Judicial Review: Marshall Trilogy, Trust Responsibility • Federalism, Federal Responsibility • Constitutional Changes, amendments, legislation and interpretation
2. The rights and obligations of citizens in the political system established under the Constitution.	Civil Rights, Protections and Liberties for American Indians <ul style="list-style-type: none"> • What are civil rights and liberties? • Bill of Rights • American Indian Civil Rights Act (ICRA) • Civil Liberties: (Protection of American Indians from Federal, State and Tribal Governments) • Civil Rights: Protecting People from People (Why AIAN need protection and from who?) Case Study: ICRA & Disenrollment Voting and Political Parties <ul style="list-style-type: none"> • The Indian Citizenship Act of 1924 • Indian Voting Rights and amendments • Voting discrimination efforts • Who do American Indians Vote for

RECEIVED
OCT 02 2017
BY: _____

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA Dcg: American Institutions – Constitution and Government

See GE Handbook for information on each section of this form

	<p>and Why?</p> <ul style="list-style-type: none"> • Tribal electoral behavior: Socialization & Class • Political Parties (politics, participation & polarization) <p>Case Study: Tribal engagement in regional, state and national politics post gaming</p> <p>Interest Groups & Media</p> <ul style="list-style-type: none"> • Types of Groups • Lobbying & Tribes • Media, Government, the public and Tribes <p>Case Study: Native interest's groups, Activity & Activism</p>
<p>3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.</p>	<p>California Government</p> <ul style="list-style-type: none"> • California's Political History • Principles for understanding California Politics <p>Case Study: Early California Laws and the Policies Related to California Indians</p> <ul style="list-style-type: none"> • Direct Democracy • Statewide Initiative Process • Referendum & Recalls <p>Case Study: Proposition 5 & Proposition 1a (CNIGA)</p>
<p>4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.</p>	<ul style="list-style-type: none"> • CA State Legislature (Design, purpose & function) • Executive Branch • Administrators & Regulators <p>Case Study: California Tribal Nations Political Engagement in the Golden state</p> <ul style="list-style-type: none"> • Political Parties • Citizens and Politics • Voting Trends <p>Case Study: Regional Associations of Governments and Tribes (SANDAG)</p>

