

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number AIS 440

Course Title: American Indian Traditional Ecological Knowledge and Practice

ξ This is a new course. A FORM C is being filed concurrently.

o This is an existing course not currently satisfying an UDGGE requirement, which is not being changed.

o This is an existing course not currently satisfying an UDGGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.

o This is an existing course currently satisfying an UDGGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.

2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)

3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

yes x no

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

X yes no

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Course fulfills upper division requirements to complete the AIS Major. This course will use multiple methodologies from legal studies, political science, and from American Indian epistemologies of place, experience, and knowledge to teach students the historical, cultural, environmental, historical and legal foundations that shape and influence American Indian traditional ecological knowledge and practice. Students will follow the principles of American Indian Studies and will be required to learn how to analyze various forms of representation (via writing, film, or other forms of expression) through Native Ways of Knowing which emphasizes the need to locate "place" as a core tenet in the analysis of American Indian colonization, and more specifically, an analysis of individual tribal culture, histories, practices, and forms of traditional ecological knowledge. This course is critical to all students' not just AIS majors as students will gain an understanding of natural resource protection and management with an emphasis on environmental management of reservation lands and how this intersects with the federal trust responsibility and federal regulations of existing programs. 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.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

~~X~~ Joeely Proudfit
Originator Joeely Proudfit
~~X~~ Joeely Proudfit
Program Director Joeely Proudfit

General Education Coordinator

General Education Committee Chair

Signatures

Date

Date

Date

Date



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 GE Review Page
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**FORM INSTRUCTIONS FOR UJGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
See attached
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3
3. a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Students from various majors will be introduced to this area of knowledge/discipline through a variety of articles, books, films, and visiting experts as well as opportunity to engage in tribal communities. Since this course has no prerequisites, the students' knowledge will be assessed early on through a short, informal question and answer session that is administered either orally or through an online quiz on Cougar Courses, titled "What Students Know about American Indians and their Environment and How Do They Know It?" This assessment helps the instructor gauge the student knowledge base about the history of social activism and the role of American Indians in it.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UJGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

This course will help student understand and appreciate the roles 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. The course focus is on student comprehension of Traditional Ecological knowledge (TEK) and its application in the relationship, care, and management of natural environment and resources such as land, water, plants and animals in American Indian communities. The course utilizes a critical social, legal, and historical framework based on Indian land tenure and

stewardship and the inherent relationship to the social and life systems of American Indians. Students will contrast and analyze cultural differences about ownership related to group/individual responsibility to care for elements of the natural world. Students will gain an understanding of natural resource protection and management with an emphasis on environmental management of reservation lands and how this intersects with the federal trust responsibility and federal regulations of existing programs.

Students will recognize and evaluate the contributions of historical, cultural, social, economic and political contributions of American Indian environmentalist, leaders, writers, artists, and activists to develop cross-cultural understanding and respect for various methods and influences of tribal ecological knowledge. Students will demonstrate their understanding through quizzes, research assignments, community service opportunities and a final presentation. They will be able to evaluate the roles, American Indians in historical and contemporary issues of environmental knowledge and demonstrate cross-cultural understanding. Through the above-mentioned in class assignments, student will apply research skills through community engagement and experiential learning environment to communicate knowledge about American Indian traditional ecological knowledge and practice.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

Demonstration of meeting UDGE learning objectives will be through a number of assignments that include a research paper on an AIAN American Indian Traditional Ecological Knowledge practice, incorporating at least one topic covered in class; a book review; essays on readings, guest lectures, and media presentations; participation in class and field trips.

Students will have a final multi-media presentation on a analyzing a *modern environmental crisis and the politics and economics of the environment: conflicts over land and resources* and how both native men and women have responded to these crisis. They will examine several key questions and assumptions, what are the economic challenges, is this a regional or global issues, who has the power in this crisis?

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

The course utilizes a critical social, legal, and historical framework based on Indian land tenure and stewardship and the inherent relationship to the social and life systems of American Indians. Students will contrast and analyze cultural differences about ownership related to group/individual responsibility to care for elements of the natural world. This will incorporate a multidisciplinary approach, economics, political science, history, cultural studies, environmental science and of course American Indian epistemologies.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

Demonstration of meeting UDGE learning objectives will be through a number of assignments that include a research paper on an AIAN environmental issue, incorporating several of the topics covered in class; quizzes; community service learning field visits, guest lectures, and media presentations; and participation in class and field trips.

Students mastery of quizzes, multi-media final presentation and research paper will assessed their understanding of the course material. Students will do a research paper on American Indian Leadership and Sustainability and profile key leaders in their efforts and how applications or the lack of application of environmental resource policies have helped or hurt TEK.