

**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: Introduction to Federal Indian Law and Policy	
Number of Units: <u>3 units</u>		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2016	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input checked="" type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Joely Proudfit	Email: jproudfit@csusm.edu	Submission Date: 03/02/2016



1. Course Catalog Description: AIS 150

see attached

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

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

 _____ Course Proposer	3/2/16 Date	 _____ Department Chair	3/2/16 date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
<div style="display: flex; justify-content: space-between;"> <div> _____ Library Faculty </div> <div> _____ Impacted Discipline Chair </div> </div>			
Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>	Support <input type="checkbox"/>	Do not support* <input type="checkbox"/>
_____ Date	_____ Date	_____ Date	_____ Date
Support <input type="checkbox"/>	Do not Support* <input type="checkbox"/>	Approve <input type="checkbox"/>	Do not Approve <input type="checkbox"/>
_____ Impacted Discipline Chair	_____ GEC Chair	_____ Date	_____ Date

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

Course Coordinator: Phone: Email:

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Part A: Dcg 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 introduced to the US and California state constitutional laws that impact and govern tribal nations. Students learn about the social 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 be asked to address who, what, why, and how structure of federal Indian law and policies on exams, quizzes, and in their final research paper.
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 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.	This will be assessed through quizzes and exams, "think pieces" and a research paper.
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 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 Act, Indian Termination Act (PL 280), Indian Self-Determination and Education Act (PL 93-638), Violence Against Women Act.	This will be assessed through quizzes and exams, "think pieces" and a research paper.

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

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Students will apply research skills through community engagement and experiential learning to communicate in writing and in oral presentations knowledge about AI sovereignty.	This will be assessed through "think pieces" (journal-type, free-writing, "think pieces") and a research paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will articulate in writing and orally their knowledge and of federal/state laws and policies and their intergovernmental relationships, practices, and policies impacting tribal nations.	This will be assessed on quizzes and exams.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will research the legal and historical foundations of AI political identity to evaluate the contemporary issues in American Indian relations and communities.	This will be assessed through the research paper.

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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 type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input 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.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

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.	
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.	
As per EO 1061 , the course content must include:	The framers of the US Constitution were based on the Iroquois Confederacy (federal separation of powers and articles of confederation). Indian nationhood and sovereignty are defined in and through the Constitution.
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.	Comparative analysis of tribal and American citizenship as a political group
2. The rights and obligations of citizens in the political system established under the Constitution.	Federal-state-tribal relations... Indian Servitude Acts (CA law)—Murder State—PL 280
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.	
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.	ICRA, ARFRA, NIGA, VAWA

AIS 150 Catalog description

Introduces students to the evolution of federal Indian law 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. Develops critical understanding of the legislative process and its effect on American Indians and all US citizens including how to shape future policy and interests in the region, the state, and the nation.

<p style="text-align: center;">AIS 150 Introduction to Federal Indian Law and Policy (3 units)</p>
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Professor: Dr. Proudfit
Office: SBSB 1118
Office#: 760-750-4619
Office Hrs: Mon 1:30 -2:30 (or by appointment)

Semester: Fall 2016
MW: 11:00 – 12:15
Meeting Room: SBSB
Email: jproudfi@csusm.edu

Please turn off or silence all electronic equipment before entering the classroom.

Course 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, community, and people. A critical understanding of the social and legal processes and their 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.

Course Philosophy:

The emphasis in this course is on participation and cooperative learning. Therefore, the syllabus serves as a guide to the minimal requirements for the course. You must do all the readings and other preparation in advance of the class for which it is assigned. Come to class prepared to participate actively.

COURSE OBJECTIVES:

1. Understand the development of the policy and political relationship between American Indian Tribal Governments and federal and state governments.
2. 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.
3. Describe how the notion of “paternalism” shaped the formation of early federal Indian policy in the United States.
4. Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.
5. Identify the current issues facing tribal/federal and tribal/state relations and the strengths and weaknesses of arguments on each side of these issues.
6. Compare the current era of Forced Federalism with prior eras of tribal/federal policy.
7. Identify an area of particular interest in tribal/federal and tribal/state relations and report in depth on that issue.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the legal 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.

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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.

Throughout the course there will be a variety of Community Service Learning field trips. Your attendance and participation is mandatory. It is important that you attend class and **on time**. Attendance is necessary for an understanding of current discussion topics and reading assignments. Your attendance and participation in class discussions will be taken into consideration if your final average is on the margin - just below the average of the next highest grade. Final averages will be on a hundred-point scale.

Required Materials:

Canby, William. 2004. *American Indian Law in a Nutshell 4th ed.* West Group Pub.

Vine Deloria Jr. and Clifford M. Lytle, *American Indians, American Justice*. University of Texas Press.

Prucha, Francis Paul. 1986. *The Great Father*. Univ of Nebraska Press.

A course reader is available on Cougar Courses – this reader will be regularly updated

I will also send you on-line articles that you will be expected to read throughout the semester. *Regular reading of newspapers such as New York Times, LA Times, watching news on TV, listening to NPR (National Public Radio) and reading weekly or monthly news magazines such as Newsweek, Time, U.S. News and World Report is required. Additional readings may be assigned.*

Grading Policy:

Midterm	100 points
Final	100 points
Participation	25 points
Think Pieces & Field Notes	50 points
Research paper	100 points

ALL FIELDTRIPS SCHEDULED DURING CLASS TIME ARE MANDATORY.

Examination & Assignments:

There will be 1) midterm exam 2) Journal discussion & field notes and 3) Research Paper (which meets the all-university writing requirement of 2,500 words per semester).

Reading:

I cannot stress enough the importance of completing assigned readings. We are studying material that begs to be discussed, so it is to your benefit to read.

Participation & Attendance:

Students are expected to attend all class meetings and be prepared to participate and discuss the subject material. Most importantly, you are expected to attend all class field trips. ***ALL FIELDTRIPS SCHEDULED DURING CLASS TIME ARE MANDATORY.***

Late Assignments:

Late assignments are NOT acceptable. Late assignments will be penalized by one whole grade.

Academic Integrity:

Please refer to the University Student Academic Honesty Policy

http://www.csusm.edu/policies/active/documents/academic_honesty.html

Disabilities:

A disability of any kind should not prevent anyone from successfully completing this course. However, I request that anyone with special needs contact me immediately. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

Course Outline

Week One	Course Introduction & Introduction to American Indian Law and Policy
Week Two	Introduction to American Indian Law & Doctrine of Discovery <ul style="list-style-type: none"> • Discovery and Conquest • Treaty Marking Era • Marshall Trilogy • Trust Responsibility • Sovereignty & National Identity • Federal Responsibility • The Constitution and the American Indian
Week Three	The Formative Years; Early Law and Policy Decisions, and Cherokee Cases
Week Four	Removal & Reservations
Week Five	Roots of Federal Responsibility; The Sources of Federal Power
Week Six	Peace Policies & Treaties
Week Seven	Allotment & Assimilation
Week Eight	Reorganization: The Indian New Deal
Week Nine	Termination
Week Ten	Relocation
Week Eleven	Self Determination and Education Assistance Act
Week Twelve	Indian Child Welfare Act
Week Thirteen	American Indian Religious Freedom
Week Fourteen	Native American Grave Protection and Repatriation & Indian Gaming and Regulatory Act
Week Fifteen	Student Presentations
Week Sixteen	Student Presentations