

AIS 280
Area C2

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

• AREA C2: Humanities

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: AIS 280	Course Title: <u>American Indian Culture and Language</u>	
Number of Units: 3		
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 type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Dr. Joely Proudfit	Email: jproudfi@csusm.edu	Submission Date: 03/02/2016

1. Course Catalog Description:

Explores American Indian cultures and language and the policies that impact cultural continuity, literacy, and fluency in tribal languages in the US. Examines the human experience to preserve the most fundamental aspect of existence: language.

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

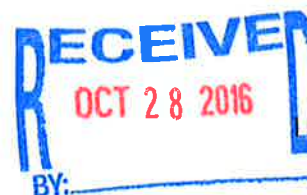
<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<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>			
Support Do not support* <input type="checkbox"/> <input type="checkbox"/>		Support Do not support* <input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date
Support Do not Support* <input type="checkbox"/> <input type="checkbox"/>		Approve Do not Approve <input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ 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: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Humanities GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.	Students will be introduced to the tribal community practices to preserve, restore, and/or revitalize American Indian heritage languages particularly those in California. Readings will provide a historical overview of the colonial practices that endangered and continue to threaten tribal language continuity as well as provide an analytical framework for students to interrogate the contemporary state of tribal language activism.	<p>The GELOs will be assessed through reflection papers, quizzes, exams, and final research project (GIS Story Map)—which will allow students to locate and “bring to life” the language revitalization methods in a digital and visual story format.</p> <p>Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle.</p>
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 provides a broad introduction to the connections between tribal languages and cultures to AI identity and community formation. The humanistic methods used 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. In addition Felt Theory and Affective Knowledge will be discussed in a linguistic context to situate the loss and recovery of American Indian language and culture.	<p>The GELOs will be assessed through reflection papers, quizzes, exams, and final research project (GIS Story Map)—which will allow students to locate and “bring to life” the language revitalization methods in a digital and visual story format.</p> <p>Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle..</p>
C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.	The course uses American Indian epistemologies and frameworks for Native Ways of Knowing—which highlights knowledge as an active process situated in a place-based context specific to a tribe’s ancestral and contemporary homeland mixed with textual analysis, close reading of the historical impacts of colonization on AI life, identity, and culture.	<p>The GELOs will be assessed through reflection papers, quizzes, exams, and final research project (GIS Story Map)—which will allow students to locate and “bring to life” the language revitalization methods in a digital and visual story format.</p> <p>Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle.</p>
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. [Methods Courses]	N/A	
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the	N/A	

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humanities, to historical processes of development and change. [Methods Courses]		
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. [Creative Activity Courses]	N/A	

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 write five reflection papers to be shared in small groups and with the instructor on a bi-weekly basis.	Assessment will include global and local rubric for evaluation including: cogency, organization, evidence, and format.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will be responsible for developing a final presentation that demonstrates their critical thinking about the course through a self-reflective and analytical analysis of the issues, topics, and new knowledge they learned in the course.	Assessment will include a global and local rubric for evaluation for cogency, organization, evidence, and format.
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 be introduced to academic research and writing appropriate for the course—using Chicago Manual of Style guidelines for academic writing. A Library tutorial is offered to students.	The GELO will be assessed through an Annotated Bibliography assignment with a rubric to support the relevance of the materials researched to the topic at hand, the formatting of citations, and the ability to summarize and evaluate the source material.

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 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.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to a wide range of tribal groups in various stages of language and cultural recovery.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will make connections about and between the relationship of language, culture, and identity and literally map these out in a Story Map using GIS technology to help digitize the work of the California Living Language Circle.

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

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Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	Students will write five (5) two-page reflection papers throughout the semester as well as one (1) five-seven page essay about a research topic for a total of 15-17 pages of writing, which exceeds the 2500 word requirement.
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	Students will be given a writing rubric to explain the criteria and conventions of writing which will be graded. The rubric will include information regarding reference citation, research methods, and links to the CSUSM Writing Center where they can receive additional support.
Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.	Students will gain practice and exposure to the critical techniques unique to American Indian Studies methods for researching and writing about American Indians using assigned course readings, in class tutorials, and through an extended application of these in their essay. Students will work individually and in small groups to practice analyzing and interpreting cultural works and historical subject matters in class and on their own through prompts and reflection papers.
Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.	Students will be provided a library research methods tutorial in class at the start of the semester to gain familiarity with the information resources and technologies relevant to the discipline, subject matter, and topics of study in question.
Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.	Students will be assessed via participation (actively contributing to class discussions through verbal feedback), through writing reflection papers focused on a specific prompt from the readings/class lectures, through a formal essay, through reading and topical quizzes, and a mid-term and final exam.

<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