

| ORIGINATOR'S SECTION:   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
|---|---|---|---------------------|------------------------|---|---------|---|-----|----------|--|--|-----|--|--|
| 1. College:<br><input checked="" type="checkbox"/> CoAS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE  | Desired Term and Year of Implementation (e.g., Fall 2008):<br>Spring 2012 |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <span style="float: right;">DD (app. 1/24/13)</span>   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>("generic" is a placeholder for topics)  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 4. Course abbreviation and Number:* Anth 360  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)<br>Indigenous Anthropology  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 6. Abbreviated Title for Banner:<br>(no more than 25 characters, including spaces)<br>Indigenous Anth   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 7. Number of Units: 3.0   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 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 <u>not</u> count toward the 80-word limit.)<br><br><div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>ANTH 360 provides an interdisciplinary introduction to the study of indigenous communities. Employing a cross-cultural, multidisciplinary framework this course examines the historical and contemporary relationships between anthropology, the social sciences, and indigenous peoples. Themes covered include how the social sciences and anthropology have engaged with and written about indigenous communities; political decolonization, transnational indigenous rights movements and current paradigms in the social sciences that have led to new ways of imagining and articulating identities.</p> </div> <div style="width: 35%; text-align: right;"> <p>(previously ID 370-8)</p> </div> </div> |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 9. Why is this course being proposed?<br><br>The department of anthropology currently has two concentrations; one in Medical anthropology and the other in Indigenous Anthropology. A Departmental goal is to provide an introduction to indigenous anthropology perspective not only to anthropology majors and minors but also to the social sciences, and entire student body.   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 10. Mode of Instruction*<br>(See pages 19-23 at <a href="https://zeta.calstate.edu:8250/webdoc/TransactionDEDSaction5.doc">https://zeta.calstate.edu:8250/webdoc/TransactionDEDSaction5.doc</a> for definitions of the Course Classification Numbers)   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
|   |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table> | Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) | Lecture | 3 | C-2 | Activity |  |  | Lab |  |  |
| Type of Instruction   | Number of Credit Units  | Instructional Mode (Course Classification Number)   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| Lecture   | 3   | C-2   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| Activity  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| Lab   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 11. Grading Method:*<br><input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)<br><input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)<br><input type="checkbox"/> Credit/No Credit Only (C)<br><input type="checkbox"/> 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.<br>N/A  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br><input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, how many times? (including first offering)  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, indicate which course _____ and check "yes" in item #22 below.  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |
| 17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |   |   |                     |                        |   |         |   |     |          |  |  |     |  |  |

**18. Documentation attached:**
☒ Syllabus    ☐ Detailed Course Outline
**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\***

Course currently (Sp'12) being taught as ID370-8 with UDGE-DD credit.

**20. How often will this course be offered once established?\* yearly****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:**

Can be used as an elective within the anthropology major/minor.

**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.

*Native American Studies*

Discipline

*<please see email, attached>* 7/5/16/12Signature *+ email + memo for* Date\_\_\_\_ Support ☒ Oppose*Ethnic Studies*

Discipline

*<please see email, attached>*4/5/12

Signature

Date

☒ Support \_\_\_\_ Oppose**SIGNATURES : (COLLEGE LEVEL) :***Laurette McGuire* 12 Mar 12

1. Originator (please print or type name)

Date

*B. B. B. B.*

2. Program Director/Chair

12 Mar 12

Date

*Miranda Bateman*

3. College Curriculum Committee

4-26-12

Date

*[Signature]*

4. College Dean (or Designee)

11-5-12

Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

# Indigenous Anthropology

## ANTH 360

**Instructor:** Laurette McGuire  
**Office:** SBSB 2225  
**Class Meeting:** T-Th 1:00-2:15 pm

**Email:** lmcguire@csusm.edu  
**Office hrs:** Tue: 10:00 am-12:00 pm  
**Room:** SBSB

(we) have to remind ourselves that anthropology does not merely apprehend  
the world in which it is located, but the world also determines  
how anthropology will apprehend it. (Asad 1980:397)

Books such as, Tal Asad's, "Anthropology and the Colonial Encounter" questioned anthropological understanding and its relationship to colonialism. While Vine Deloria's "Custer Died for Your Sins" pushed anthropologists to rethink many of the assumptions behind their studies of Native communities. Both can be credited in part with anthropology's reflexive turn. Deloria challenged anthropologists to respond to community needs and concerns. Indigeneity is a concept that is contested in many countries as well as among some indigenous groups. The concept of indigeneity embodies the idea of self-determination. In the examination of what an Indigenous Anthropology would look like we will examine the processes by which the concepts of indigeneity and anthropology are "put together" in theory, methods, politics, and cultural production. Such a context includes: the historical relationships between anthropology and indigenous peoples; the ways that anthropological and native subjectivities have been mutually constituted; political decolonization and transnational indigenous rights movements; current engagements within and without the discipline that have led to new ways of imagining and articulating identities that bring together the "indigenous traditions" of both anthropology and Native North America (Taneg). In this class we reflect on the possibilities and limitations of such articulations with respect to fieldwork methodologies, theoretical frameworks, and ethical guidelines.

### Course Objectives:

By the end of the semester each student will:

- learn the broad scope of the history of anthropology as a discipline.
- recognize and articulate the diversity of indigenous people and indigenous intellectual traditions across a range of historical periods.
- demonstrate knowledge of the intellectual traditions of several non-Western indigenous societies through analysis of indigenous ethnography.
- describe the process and issues of anthropological fieldwork.
- know the development of indigenous anthropology and indigenous intellectual traditions within the Americas.
- through the reading of indigenous authors students will gain an appreciation and understanding of the importance of having diverse perspectives.

### Required Texts:

Deloria, Ella C.

1988 Waterlilly. University of Nebraska Press. Lincoln, NE.

Kauanui, J. Kehaulani

2008 Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity. Duke University Press. Durham, NC.

Medicine, Beatrice

2001 Learning to Be an Anthropologist & Remaining "Native." University of Illinois Press. Urbana, IL.

Various articles posted on-line.

### Evaluation:

|                                 |     |   |            |
|---------------------------------|-----|---|------------|
| ▪ Midterm                       | 25% | = | 125 points |
| ▪ Final Exam                    | 25% | = | 125 points |
| ▪ 2 Book Reviews (100 pts each) | 30% | = | 200 points |
| ▪ Attendance and Participation  | 10% | = | 50 points  |

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**TOTAL**

**500 points**

# Indigenous Anthropology

## ANTH 360

### Grades:

All assignments, papers, and exams must be submitted in order to complete the course successfully. Grades will be based on points earned. The grade breakdown is as follows:

|             |             |             |             |                    |
|-------------|-------------|-------------|-------------|--------------------|
| A- =450-469 | B- =400-419 | C- =350-369 | D- =300-319 | F = below 300 pts. |
| A =470-500  | B =420-434  | C =370-384  | D =320-334  |                    |
|             | B+ =435-449 | C+ =385-399 | D+ =334-349 |                    |

### Exams:

There will be a total of 2 take home exams each worth 150 points. The first exam will be a take home exam that will be due on **Tuesday, February 21<sup>st</sup> (Week 5)**. The second in class exam will be during finals week **Tuesday, May 15<sup>th</sup> from 11:30-1:30**.

#### ▪ If you miss an exam:

- **No make-up exams** will be given except in cases of documented emergencies.
  - Make-up with no penalty – **MUST** have a doctor's note, and you **MUST** contact me before the exam takes place and complete the make-up by the end of the next class.
  - Make-up with penalty – at the instructor's discretion and must be completed prior to the following class.
  - What to do in these situations – contact your instructor with appropriate documentation as soon as possible (before attending the next class).

### Book Reviews:

You are required to write two book review (4 pages) on two of the books we will be reading for class. A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book's purpose, content, and authority. A critical book review is not a book report or a summary. It is a reaction paper in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluate how well (in the opinion of the reviewer) the author has succeeded, and presents evidence to support this evaluation (lavc.edu/library/bookreview). I will post a couple of examples of book reviews done for anthropological journals on Moodle. A good resource on writing a book review is: <http://www.lavc.edu/library/bookreview.htm>

#### **Formatting Requirements:**

- Typed
- Three pages
- Double spaced
- 12 pt. font, Times New Roman

### Attendance & Participation:

- *Attendance* is mandatory for this course. Please arrive on time to class. Attendance is more than your physical presence in a seat your active participation in discussions is required. If you miss a class, you will miss materials only available in class, including video, which may not be available to watch outside of class. Your grade will be lowered for irregular attendance. I will only excuse you from class if 1.) You are sick or hospitalized (**YOU NEED A NOTE/DOCUMENTATION AS CONFIRMATION**). And you are the one who is ill and infirmed and NOT somebody else. 2.) And if someone has died. In any of these instances, **PLEASE** contact the instructor as soon as possible. Informing me of your absence 4 weeks later is NOT appropriate and will not be honored.
- *Participation* in activities and discussions are also required. Again, your grade will be negatively impacted if you do not actively participate in class discussions and group activities. (**Texting while in class will impact your grade**).
- *Worksheets* done in class and turned in will count towards attendance and the participation section of your grade.
- Come prepared to class with all materials read and be ready to participate.
- Check **Cougar Courses** regularly for announcements, assignments and class materials.

**This course involves a lot of reading, writing, and preparation. If at any point during the quarter you are having difficulty or feel concerned by the amount of work, do not resort to cheating. Instead, PLEASE talk to me as soon as possible.**

# Indigenous Anthropology

## ANTH 360

### Respectful Classroom Statement:

- Be on time to class and do not leave early! Have consideration for those around you and do not talk to your neighbor. If you have a question about something during class, raise your hand and ask.
- Silence all cell phones, iPods, and/or any other entertainment device(s) at the start of class. (THIS MEANS NO TEXTING.) Do not play games or surf the internet on your computer. If this happens you will be asked to leave and you will be marked absent for the day. Additionally, accessing email, Facebook, or any other sites during exams will result in an automatic fail on the quiz/exam and a report to the Dean of Students.
- Contribute to an open, respectful atmosphere of sharing opinions, thoughts, and ideas, even if they conflict or contradict your own. - We encourage disagreement, debate, and open-ness in all discussions but please remember you will be held accountable for any intolerant, personalized, and disrespectful commentary.

### Moodle:

The Moodle system will be vital for communication and updates over the course of the quarter. This is where you will find assignment instructions, grades, due dates, exam dates, changes in the syllabus, etc. It is *highly* recommended that you check Moodle daily for new postings and the most current course information.

### Students with Special Needs:

If for any reason (temporary or permanent, learning or physical disability, etc.) you feel this course will present difficulties for you, or that you will need some type of accommodation(s) in order to participate fully in this course, please feel free to discuss your concerns in private with me. Additionally, it is recommended that you contact Student Disability Services. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY). Email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu).

### Academic Integrity:

- Academic misconduct is defined as, "any act that does or could improperly distort student grades or other academic records". Actions and/or behavior of these, or other, types will not be tolerated in this course. *Make sure that your work is original.*
- Plagiarism comes from a Latin word that means to "kidnap" ([wadsworth.com](http://wadsworth.com)). If you use someone else's work without proper citation you are "kidnapping" their ideas and hard work.
- If you are "suspected" of any form of academic misconduct, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.
- I take a zero-tolerance position towards academic misconduct, plagiarism and cheating. A first time offense will result in an immediate "F."
- <http://www.csusm.edu/dos/hazing/studconduct.html>

### Class Schedule:

\*This document may require changes during the course of the quarter, at the discretion of the instructor. Students will be notified in advance of any changes in class and on Blackboard.

\*\* It is expected that you will complete the assigned readings **BEFORE** coming to class.

| Date   | Class Schedule of Topics and Readings  |
|--|--|
| Week 1<br>January<br>24 <sup>th</sup> & 26 <sup>th</sup>               | <b>Introductions</b><br>The Harvard Project on American Indian Economic Development<br>2008 The State of the Native Nations: Conditions Under U.S. Policies of Self-Determination. 1-36.                 |
| Week 2<br>January 31 <sup>st</sup><br>&<br>February<br>1 <sup>st</sup> | <b>Historical Context</b><br>Medicine, Beatrice<br>2001 Learning to Be an Anthropologist and Remaining "Native:" Selected Writings. University of Illinois Press, Urbana, IL. 3-15 and 295-311           |
| Week 3<br>February<br>7 <sup>th</sup> & 9 <sup>th</sup>                | <b>What is Anthropology? Situating the Discipline</b><br>Patterson, Thomas C.<br>2003 A Social History of Anthropology in the United States. Berg Publishers, London, England. Ch. 1-2.<br><b>Video:</b> |

# Indigenous Anthropology

## ANTH 360

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| <p>Week 4<br/>February<br/>14<sup>th</sup> &amp; 16<sup>th</sup></p>                  | <p style="text-align: center;"><b>Indians and Anthropologists</b></p> <p>Deloria Jr., Vine<br/>1969 Anthropologists and Other Friends. In <i>Custer Died for Your Sins</i>. University of Oklahoma Press, Norman, OK. 78-100.</p> <p>Wax, Murray<br/>1997 Educating an Anthro: The Influence of Vine Deloria, Jr. In <i>Indians and Anthropologists</i>. University of Arizona Press, Tucson, AZ. 50-60.</p> <p>Medicine, Beatrice<br/>2001 Learning to Be an Anthropologist and Remaining "Native:" Selected Writings. University of Illinois Press, Urbana, IL. 289-294 and 323-332.</p> <p><b>Thursday, February 16<sup>th</sup>: Take home mid-term given.</b></p>                                  |
| <p>Week 5<br/>February<br/>21<sup>st</sup> &amp; 23<sup>rd</sup></p>                  | <p style="text-align: center;"><b>Native and Indigenous Anthropologists</b></p> <p>Medicine, Beatrice<br/>2001 Learning to Be an Anthropologist and Remaining "Native:" Selected Writings. University of Illinois Press, Urbana, IL. 269-287.</p> <p>Cotera, Maria Eugenia<br/>2008 Standing on the Middle Ground: Ella Deloria's Decolonizing Methodology. In <i>Native Speakers: Ella Deloria, Zora Neale Hurston, Jovita González and the Poetics of Culture</i>. University of Texas Press, Austin, TX. 41-69.</p> <p>Deloria, Ella<br/>1988 Waterlilly. Bison Books, University of Nebraska Press, Lincoln, NE. 3-31.</p> <p><b>DUE: Tuesday, February 21<sup>st</sup> take home mid-term.</b></p> |
| <p>Week 6<br/>February<br/>28<sup>th</sup><br/>&amp;<br/>March<br/>1<sup>st</sup></p> | <p style="text-align: center;"><b>Native and Indigenous Anthropologists</b></p> <p>Medicine, Beatrice<br/>2001 Learning to Be an Anthropologist and Remaining "Native:" Selected Writings. University of Illinois Press, Urbana, IL. 19-34.</p> <p>Deloria, Ella<br/>1988 Waterlilly. Bison Books, University of Nebraska Press, Lincoln, NE. 32-69.</p>  |
| <p>Week 7<br/>March<br/>6<sup>th</sup> &amp; 8<sup>th</sup></p>                       | <p style="text-align: center;"><b>Field Methods</b></p> <p>Deloria, Ella<br/>1988 Waterlilly. Bison Books, University of Nebraska Press, Lincoln, NE. 70-95.</p> <p>Kovach, Margaret<br/>2009 Creating Indigenous Research Frameworks. In <i>Indigenous Methodologies: Characteristics, Conversations, and Contexts</i>. University of Toronto Press, Toronto, Canada. 39-54.</p> <p><b>March 8<sup>th</sup>: Dr. Rebecca Lush – Guest Speaker</b></p>  |
| <p>Week 8<br/>March<br/>13<sup>th</sup> &amp; 15<sup>th</sup></p>                     | <p style="text-align: center;"><b>Indigenous People and Research</b></p> <p>Wilson, Shawn<br/>2008 Research is Ceremony: Indigenous Research Methods. Fernwood Publishing, Winnipeg, Manitoba 12-42.</p> <p>Kuwayama, Takami<br/>2003 "Natives" as dialogic partners: Some thoughts on native anthropology. In <i>Anthropology Today</i>. 19(1):8-13.</p>   |
| <p>March<br/>13<sup>th</sup> &amp; 15<sup>th</sup></p>                                | <p style="text-align: center;"><b>!!!SPRING BREAK!!!</b></p> <p>Deloria, Ella<br/>1988 Waterlilly. Bison Books, University of Nebraska Press, Lincoln, NE. 148-227.</p>   |
| <p>Week 9<br/>March<br/>27<sup>th</sup> &amp; 29<sup>th</sup></p>                     | <p style="text-align: center;"><b>Ethics</b></p> <p>Deloria, Ella<br/>1988 Waterlilly. Bison Books, University of Nebraska Press, Lincoln, NE. 96-147.</p> <p>Milhesuah, Devon Abbott<br/>2005 Ethics in Research and Writing. In <i>So you want to Write about American Indians?: A Guide for Writers, Students, and Scholars</i>.</p> <p><b>Tuesday: March 27<sup>th</sup> - look-up the following websites</b></p>   |

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## ANTH 360

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|   | <p>American Anthropological Association Statement on Ethics (<a href="http://www.aaanet.org/issues/policy-advocacy/Code-of-Ethics.cfm">http://www.aaanet.org/issues/policy-advocacy/Code-of-Ethics.cfm</a>)</p> <p>Declaration on the Rights of Indigenous People (<a href="http://www.iwgia.org/sw248.asp">http://www.iwgia.org/sw248.asp</a>)</p> <p>A Framework of Thinking Ethically (<a href="http://scu.edu/ethics/practicing/decision/framework.html">http://scu.edu/ethics/practicing/decision/framework.html</a>)</p> <p><b>Thursday: March 29<sup>th</sup>- Watch video (Moodle)- "White Shamens, Plastic Medicine Men."</b></p> <p><b>HOMEWORK</b> (Prompt on Moodle) <b>DUE, Tuesday, April 3<sup>rd</sup>.</b></p>  |
| <p>Week 10</p> <p>April</p> <p>3<sup>rd</sup> &amp; 5<sup>th</sup></p>          | <p><b>Theoretical Frameworks</b></p> <p><b>DUE: Thursday, April 5<sup>th</sup> Review- Waterlilly</b></p> <p>Kovach, Margaret</p> <p>2009 Epistemology and Research: Centering Tribal Knowledge. <i>In</i> Indigenous Methodologies: Characteristics, Conversations, and Contexts. University of Toronto Press, Toronto, Canada. 55-74.</p> <p>Holmes, Leilani</p> <p>2008 Heart Knowledge, Blood Memory, and the Voice of the Land: Implications of Research among Hawaiian Elders. <i>In</i> Indigenous Knowledges in Global Contexts: Multiple Readings of Our World. University of Toronto Press, Toronto, Canada. 37-53.</p> <p>Cajete, Gregory</p> <p>2000 A Sense of Place. <i>In</i> Native Science: Natural Laws of Interdependence. Clear Light Publishers, Santa Fe, NM. 177-214.</p> |
| <p>Week 11</p> <p>April</p> <p>10<sup>th</sup> &amp; 12<sup>th</sup></p>        | <p><b>Gender</b></p> <p>Medicine, Beatrice</p> <p>2001 Learning to Be an Anthropologist and Remaining "Native:" Selected Writings. University of Illinois Press, Urbana, IL. 117-136, 147-160 and 191-206.</p> <p><b>Video:</b></p>  |
| <p>Week 12</p> <p>April</p> <p>17<sup>th</sup> &amp; 19<sup>th</sup></p>        | <p><b>Reading the Land</b></p> <p>Madrigal, Anthony</p> <p>2008 Cultural Sovereignty. <i>In</i> Sovereignty, Land and Water. Madrigal, Anthony. California Center for Native Nations</p> <p>Kauanui, J. Kehaulani</p> <p>2008 Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity. Duke University Press. Durham, NC. 37-98.</p>   |
| <p>Week 13</p> <p>April</p> <p>24<sup>th</sup></p> <p>&amp; 26<sup>th</sup></p> | <p><b>Colonialism and Decolonization</b></p> <p>Kauanui, J. Kehaulani</p> <p>2008 Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity. Duke University Press. Durham, NC. 99-144.</p>  |
| <p>Week 14</p> <p>May</p> <p>1<sup>st</sup> &amp; 3<sup>rd</sup></p>            | <p><b>Sovereignty</b></p> <p>Kauanui, J. Kehaulani</p> <p>2008 Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity. Duke University Press. Durham, NC. 145-196.</p> <p><b>Video:</b></p>   |
| <p>Week 15</p> <p>May</p> <p>8<sup>th</sup> &amp; 10<sup>th</sup></p>           | <p><b>Final Thoughts</b></p> <p><b>DUE: Thursday, May 10<sup>th</sup>- Review – Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity.</b></p>   |
| <p>Week 16</p> <p>May 15<sup>th</sup></p>                                       | <p><b>FINAL EXAM</b></p> <p><b>Tuesday, May 15<sup>th</sup> – 11:30-1:30 pm</b></p> <p><b>NOTE: There will be NO MAKE-UPS for the final exam without a DOCUMENTED emergency. NO Incompletes for the course will be given.</b></p>  |

**Theresa Aitchison**

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**From:** Marisol Clark-Ibanez  
**Sent:** Thursday, April 05, 2012 10:27 AM  
**To:** Laurette McGuire; Bonnie Bade  
**Cc:** Nicoleta Bateman; Theresa Aitchison  
**Subject:** Re: CAPC related - ANTH 360 -- additional signatures?

Okay – thanks! As for ES, you have my support!

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**From:** Laurette McGuire <[lmcguire@csusm.edu](mailto:lmcguire@csusm.edu)>  
**Date:** Thu, 5 Apr 2012 09:03:18 -0700  
**To:** Marisol Clark-Ibanez <[mibanez@csusm.edu](mailto:mibanez@csusm.edu)>, Bonnie Bade <[bbade@csusm.edu](mailto:bbade@csusm.edu)>  
**Cc:** Nicoleta Bateman <[nbateman@csusm.edu](mailto:nbateman@csusm.edu)>, Theresa Aitchison <[aitchison@csusm.edu](mailto:aitchison@csusm.edu)>  
**Subject:** RE: CAPC related - ANTH 360 -- additional signatures?

Hi Marisol,  
Thank you for your support. Regarding item #21 I must have marked the box wrong. Dr Proudfit has been asked for Native American Studies support for ANTH 360. Anthropology is awaiting her reply. Let me know if you have any questions.  
Best,  
Laurette McGuire  
Assistant Professor in Indigenous Anthropology  
Department of Anthropology  
California State University San Marcos  
San Marcos, CA 92096

---

**From:** Marisol Clark-Ibanez  
**Sent:** Wednesday, April 04, 2012 3:54 PM  
**To:** Laurette McGuire; Bonnie Bade  
**Cc:** Nicoleta Bateman; Theresa Aitchison  
**Subject:** CAPC related - ANTH 360 -- additional signatures?

Hi Laurette and Bonnie,

I am reviewing your course, ANTH 360, as part of your larger P-2 form package. You submitted a C Form for this class which already existed as ID370-8 and already receives GE credit for DD.

The forms look "clean" and the syllabus is great! (I would love to take this class!)

My one question is that in Item #21 on the C Form, you list that no other programs are impacted. I believe that Native American Studies (housed in Sociology) and Ethnic Studies would be relevant programs to "sign" on the C Form. I will be bringing up this issue on our CAPC meeting tomorrow but I anticipate the members will agree that a collegial "heads up" would be appropriate.

Please let me know your thoughts! By the way, you can count on ES giving a signature as soon as contacted.

Thanks, Marisol

Dr. Marisol Clark-Ibáñez  
Associate Professor-- Department of Sociology  
<http://www.csusm.edu/sociology/directory/ibanez.html>



| <b>ORIGINATOR'S SECTION:</b>  |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
|---|--|---|---------------------|------------------------|---|---------|---|------|----------|---|------|-----|--|--|
| <b>1. College:</b><br><input checked="" type="checkbox"/> CoAS <input type="checkbox"/> CoBA <input type="checkbox"/> CoE   | <b>Desired Term and Year of Implementation (e.g., Fall 2008):</b><br>Spring 2013 |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>("generic" is a placeholder for topics)   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>4. Course abbreviation and Number:*</b> ANTH 465   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b><br>Indigenous Health   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>6. Abbreviated Title for Banner:</b><br>(no more than 25 characters, including spaces)<br>Indigenous Health  |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>7. Number of Units:</b> 3  |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>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 <u>not</u> count toward the 80-word limit.)</b><br><br>ANTH 465 is an upper-division field research course that provides students the opportunity to partner with local indigenous communities to conduct original research that examines the relationship between the social determinants of health, health care, cultural competency, and health outcomes. Working in clinical and/or nonclinical settings students develop methodological skills through field research, archival research, interviews and observation. Research topics are determined by the community through the partnership and involve issues of health and wellness and access to and utilization of health care services. |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>9. Why is this course being proposed?</b><br><br>This course represents an important addition in developing the departmental offerings for its concentration in indigenous anthropology. It provides Anthropology Majors with an additional option for 12 units of upper division level field research courses.  |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>10. Mode of Instruction*</b><br>For definitions of the Course Classification Numbers:<br><a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalog/curricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalog/curricula/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf</a>   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
|   |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">2</td> <td style="text-align: center;">C-02</td> </tr> <tr> <td>Activity</td> <td style="text-align: center;">1</td> <td style="text-align: center;">C-08</td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table> | Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) | Lecture | 2 | C-02 | Activity | 1 | C-08 | Lab |  |  |
| Type of Instruction   | Number of Credit Units   | Instructional Mode (Course Classification Number)   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| Lecture   | 2  | C-02  |                     |                        |   |         |   |      |          |   |      |     |  |  |
| Activity  | 1  | C-08  |                     |                        |   |         |   |      |          |   |      |     |  |  |
| Lab   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>11. Grading Method:*</b><br><input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)<br><input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)<br><input type="checkbox"/> Credit/No Credit Only (C)<br><input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)  |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>  |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br><input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>14. Course Can be Taken for Credit More than Once?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, how many times? 2 (including first offering)   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |
| <b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, indicate which course _____ and check "yes" in item #22 below.   |  |   |                     |                        |   |         |   |      |          |   |      |     |  |  |

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

|  |          |
|--|----------|
| 16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                     | ANTH 200 |
| 17. Corequisite(s): <input type="checkbox"/> Yes <input type="checkbox"/> No   |          |
| 18. Documentation attached:<br><input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline |          |
| 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 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:

Fulfills upper-division field research requirement for Anthropology majors.

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.

Native Studies

Discipline

*See attached email*  
Signature: *[Signature]* Date: *5-16-12*  
*email + memo 4-10-26-12*

Support ☒ Oppose

Nursing

Discipline

*See attached email*  
Signature: *[Signature]* Date: *2-28-13*

Support ☒ Oppose**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) *Laurette McGuire* Date *12 Mar 12*  
 2. Program Director/Chair *B. B. Bader* Date *12 Mar 12*  
 3. College Curriculum Committee *[Signature]* Date *4-26-12*  
 4. College Dean (or Designee) *[Signature]* Date *4-9-13*

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_  
 6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_  
 7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

**From:** Nicoleta Bateman  
**To:** Judit Hersko; Theresa Aitchison  
**Subject:** Re: Anth 465 signature from Nursing  
**Date:** Friday, March 01, 2013 7:42:32 AM

---

Below is the signature from Nursing supporting ANTH 465.

Nicoleta

On 3/1/13 12:40 AM, "Bonnie Bade" <bbade@csusm.edu> wrote:

>Hi Nicoleta, in case ANTH 465 has been stalled awaiting Nursing's  
>signature, please see below comments of support from Denise Boren. This  
>course was also "connected to the P-2 Form." :)  
>Thanks--Bonnie

>  
>Bonnie Bade, Ph.D.  
>Professor of Medical Anthropology  
>Chair, Anthropology Dept.  
>Faculty Director, National Latino Research Center  
>Cal State University San Marcos, San Marcos, CA 92096  
>www.csusm.edu/anthropology; www.csusm.edu/nlrc

>  
>  
>  
>  
>  
>  
>

>On 2/28/13 11:12 PM, "Denise Boren" <dboren@csusm.edu> wrote:

>  
>>Hi Bonnie;  
>>I reviewed the C form and syllabus for ANTH 465. This is a great course  
>>and I have no recommendations or additions - it is perfect the way it is.  
>>I do recommend reviewing the syllabus - just a couple typos and the use  
>>of quarter rather than semester on Page 2. Otherwise looks like a great  
>>course.

>>  
>>Thank you.  
>>Denise  
>>  
>>Sent from my iPhone

>>  
>>On Feb 28, 2013, at 10:07 AM, "Bonnie Bade" <bbade@csusm.edu> wrote:  
>>

>>> Hi Denise, Anth is really very much in need of the attached course,  
>>>Indigenous Health. All we need is your signature or an email indicating  
>>>your awareness of it and hopefully your support. We have been awaiting  
>>>your response since November. Thanks for your prompt reply. --Bonnie

>>>  
>>> Bonnie Bade, Ph.D.  
>>>  
>>> Professor of Medical Anthropology  
>>>  
>>> Chair, Anthropology Dept.

# Indigenous Health

## ANTH 465

### Draft syllabus

The goal of ANTH 465-Indigenous Health is to provide students with the knowledge and skills related to healthcare practice and policy from within an Indigenous context. Indigenous Health is a community-based, collaborative course that gives students the opportunity to work with local tribal health services. Students will research a topic of importance to the community determined through meetings between Indian Health Council and the instructor. Students will have the opportunity to do field research, archival research, participant observation, and interview methods. This course enables students to acquire and put into practice concepts and information required to understand health for Indigenous Peoples, to engage in culturally competent and safe practice through knowledge development and, the ability to identify areas of need specific to Indigenous Peoples health. Through a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings.

#### Course Objectives:

By the end of the semester each student will:

- Students will gain an understanding of the theoretical principles of health disparities research and the social determinants of health.
- To increase knowledge on health issues facing American Indians populations and the variations between Indian Health Services and mainstream care.
- Understand the ways in which culture, society and the economy impact health and health care access for Indigenous people.
- Systematically analyze health data collected through both quantitative and qualitative research methods.
- Identify the social determinants of health and the inter-relationships between them, and use these determinants as a basis to analyze the current status of American Indians.
- Consider Indigenous health within an international human rights context, detail the ways in which some of these human rights have been violated, and analyze the impact this has on Indigenous health.
- Contribute to the development of partnerships with local community partners.

#### Required Texts:

2006 Indigenous Peoples and Diabetes: Community Empowerment and Wellness. Mariana Leal Ferreira and Gretchen Chesley Lang eds. Carolina Academic Press Durham, NC.

Articles posted on Cougar Courses/Moodle

#### Evaluation:

|                                |     |   |                   |
|--------------------------------|-----|---|-------------------|
| ▪ Annotated Bibliography       | 30% | = | 150 points        |
| ▪ Fieldnotes                   | 15% | = | 75 points         |
| ▪ Project Presentation/Report  | 40% | = | 200 points        |
| ▪ Attendance and Participation | 15% | = | 75 points         |
| <hr/>                          |     |   |                   |
| <b>TOTAL</b>                   |     |   | <b>500 points</b> |

#### Grades:

All assignments, papers, and exams must be submitted in order to complete the course successfully. Grades will be based on points earned. The grade breakdown is as follows:

|             |             |             |             |                    |
|-------------|-------------|-------------|-------------|--------------------|
| A- =450-469 | B- =400-419 | C- =350-369 | D- =300-319 | F = below 300 pts. |
| A =470-500  | B =420-434  | C =370-384  | D =320-334  |                    |
| B+ =435-449 | C+ =385-399 | D+ =334-349 |             |                    |

# Indigenous Health

## ANTH 465

### Draft syllabus

#### **Annotated Bibliography:**

An annotated bibliography is a list of citations to books, articles, and other resources. Each citation is followed by a brief *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 **usually about 150 words**.

#### **The Process:**

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise writing, succinct analysis, and informed library research. You will be retrieving websites, scholarly journal articles, and books relevant to a selected topic. You will create citations for these resources using the American Anthropological Association format. You will create citations for these resources central theme and scope of the websites, articles, and books. These annotations should include one or more sentences that:

1. Evaluate the authority, background, and education of the author(s)
2. Comment on the intended audience. For whom was it written (general public/any reader, subject specialists, college students)? What skill level or education level must the reader have?
3. Compare or contrast this work with another you have cited
4. Discuss how this work explains your selected topic

#### **Field notes/ Journal:**

You will be required to keep and to submit an organized notebook (using class ipads) containing a descriptive journal of your research efforts and a compilation of the data you collect in the course of your research. Journaling is an acquired art and as such should be practiced daily.

#### **Presentations/Final Reports:**

This 6 page paper will be the final written component of your service learning research project. Specific instructions will be handed out in class. The final report is your individual participation in the preparation and delivery of your research group's formal presentation to the community. Your presentation grade will be based in part on an evaluation of your peers.

#### **Attendance & Participation:**

- *Attendance* is mandatory for this course. Please arrive on time to class. Attendance is more than your physical presence in a seat your active participation in discussions is required. If you miss a class, you will miss materials only available in class, including video, which may not be available to watch outside of class. Your grade will be lowered for irregular attendance. I will only excuse you from class if 1.) You are sick or hospitalized (YOU NEED A NOTE/DOCUMENTATION AS CONFIRMATION). And you are the one who is ill and infirmed and NOT somebody else. 2.) And if someone has died. In any of these instances, PLEASE contact the instructor as soon as possible. Informing me of your absence 4 weeks later is NOT appropriate and will not be honored.
- *Participation* in activities and discussions are also required. Again, your grade will be negatively impacted if you do not actively participate in class discussions and group activities. (**Texting while in class will impact your grade**).
- *Worksheets* done in class and turned in will count towards attendance and the participation section of your grade.
- Come prepared to class with all materials read and be ready to participate.
- Check **Cougar Courses** regularly for announcements, assignments and class materials.

**This course involves a lot of reading, writing, and preparation. If at any point during the quarter you are having difficulty or feel concerned by the amount of work, do not resort to cheating. Instead, PLEASE talk to me as soon as possible.**

# Indigenous Health

## ANTH 465

### Draft syllabus

#### Respectful Classroom Statement:

- Be on time to class and do not leave early! Have consideration for those around you and do not talk to your neighbor. If you have a question about something during class, raise your hand and ask.
- Silence all cell phones, iPods, and/or any other entertainment device(s) at the start of class. (THIS MEANS NO TEXTING.) Do not play games or surf the internet on your computer. If this happens you will be asked to leave and you will be marked absent for the day. Additionally, accessing email, Facebook, or any other sites during exams will result in an automatic fail on the quiz/exam and a report to the Dean of Students.
- Contribute to an open, respectful atmosphere of sharing opinions, thoughts, and ideas, even if they conflict or contradict your own. We encourage disagreement, debate, and open-ness in all discussions but please remember you will be held accountable for any intolerant, personalized, and disrespectful commentary.

#### Cougar Courses/Moodle:

The Moodle system will be vital for communication and updates over the course of the quarter. This is where you will find assignment instructions, grades, due dates, exam dates, changes in the syllabus, etc. It is *highly* recommended that you check Moodle daily for new postings and the most current course information.

#### Students with Special Needs:

If for any reason (temporary or permanent, learning or physical disability, etc.) you feel this course will present difficulties for you, or that you will need some type of accommodation(s) in order to participate fully in this course, please feel free to discuss your concerns in private with me. Additionally, it is recommended that you contact Student Disability Services. The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY). Email inquiries can be sent to [dss@csusm.edu](mailto:dss@csusm.edu).

#### Academic Integrity:

- Academic misconduct is defined as, "any act that does or could improperly distort student grades or other academic records". Actions and/or behavior of these, or other, types will not be tolerated in this course. *Make sure that your work is original.*
- Plagiarism comes from a Latin word that means to "kidnap" ([wadsworth.com](http://wadsworth.com)). If you use someone else's work without proper citation you are "kidnapping" their ideas and hard work.
- If you are "suspected" of any form of academic misconduct, you will bear the burden of proof. You must be able to present rough drafts or related materials and discuss the topic intelligently.
- I take a zero-tolerance position towards academic misconduct, plagiarism and cheating. A first time offense will result in an immediate "F."
- <http://www.csusm.edu/dos/hazing/studconduct.html>

# Indigenous Health

## ANTH 465

### Draft syllabus

#### Class Schedule:

\*This document may require changes during the course of the quarter, at the discretion of the instructor. Students will be notified in advance of any changes in class and on Blackboard.

\*\* It is expected that you will complete the assigned readings **BEFORE** coming to class.

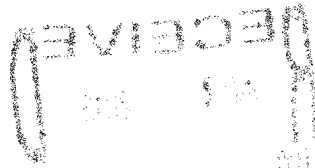
| Date    | Topics  | Readings   |
|---------|---|--|
| Week 1  | Introductions                                 | The Harvard Project on American Indian Economic Development 219-234.   |
| Week 2  | Conducting Archival Research- Melanie Chu     | Johnson, Emery A. and Everett R. Rhodes<br>The History and Organization of Indian Health Services and Systems. <i>In American Indian Health: Innovations in Health Care, Promotion, and Policy</i> 74-92.  |
| Week 3  | Institutional Review Board IRB -Guest speaker | <b>Field Methods</b><br>Kovach, Margaret<br>Creating Indigenous Research Frameworks. <i>In Indigenous Methodologies: Characteristics, Conversations, and Contexts.</i> University of Toronto Press, Toronto, Canada. 39-54.<br><br>Kovach, Margaret<br>Epistemology and Research: Centering Tribal Knowledge. <i>In Indigenous Methodologies: Characteristics, Conversations, and Contexts.</i> University of Toronto Press, Toronto, Canada. 55-74. |
| Week 4  | Meeting with Community Partner                | Indigenous Peoples and Diabetes: Community Empowerment and Wellness. Mariana Leal Ferreira and Gretchen Chesley Lang eds. Carolina Academic Press Durham, NC. Pps 1-50.  |
| Week 5  | Archival Research                             | 2006 Indigenous Peoples and Diabetes: Community Empowerment and Wellness. Mariana Leal Ferreira and Gretchen Chesley Lang eds. Carolina Academic Press Durham, NC. Pps 78-123.   |
| Week 6  | Archival Research                             | Williams, David R. and Pamela Braboy Jackson<br>Social Sources Of Racial Disparities In Health. <i>In Health Affairs</i> 24(2): 325-334.   |
| Week 7  | Meeting with Community Partner                | Landy, D. Medical anthropology: A critical appraisal<br><br>Glick, L.. Medicine as an ethnographic category<br><br>Dressler and Oths Cultural determinants of health behavior<br><br>Dressler Epidemiology   |
| Week 8  | Annotated Bibliography Due                    | Nichter, M. The social relations of therapy management<br><br>Oths, K. Health care decisions of households in economic stress  |
| Week 9  | Field Research                                | Kleinman, A. et al. Culture, illness and care (U.S.)<br><br>Good, BJ et al. "Learning medicine": The constructing of medical knowledge at Harvard Medical School<br><br>Lewis, G. Double standards of treatment evaluation   |
| Week 10 | Research                                      | Milhesuah, Devon Abbott<br>Ethics in Research and Writing. <i>In So you want to Write about American Indians?: A Guide for Writers, Students, and Scholars.</i>  |
| Week 11 | Field Research                                | Kovach, Margaret<br>Epistemology and Research: Centering Tribal Knowledge. <i>In Indigenous Methodologies: Characteristics, Conversations, and Contexts.</i> University of Toronto Press, Toronto, Canada. 55-74.  |
| Week 12 | Field Research                                | Rosenbloom, Arlen, Jennie Joe et al.<br>E merging Epidemic of Type 2 Diabetes in Youth. <i>In Diabetes Care</i> 1999, 22(2):345-354.   |
| Week 13 | Group work                                    | Joe, Jennie<br>Out of Harmony: Health Problems and Young Native American Men. <i>In College Health.</i>  |

# Indigenous Health

ANTH 465

## Draft syllabus

|         |                                |  |
|---------|--------------------------------|--|
|         |                                | 2001, 49:237-242.  |
| Week 14 | Group work                     | Teufel-Shone, Nicolette<br>Promising Strategies for Obesity Prevention and Treatment Within American Indian Communities. <i>In Journal of Transcultural Nursing</i> . 17: 224-229. |
| Week 15 | Final<br>Presentations/Reports |  |
| Week 16 | Final<br>Presentations/Reports |  |







October 26 2012

Dear UCC Members,

I want to place my commentary on a set of proposed Anthropology courses (ANTH 326 Indigenous Art and Society, ANTH 360 Indigenous Anthropology, ANTH 465 Indigenous Health) being forwarded to you from CAPC in context. The courses put forth by Anthropology are, as I understand it, part of a recently established indigenous anthropology concentration. I am only now becoming fully aware of the extent of that establishment. As Program Coordinator of the Native Studies program on campus, I am trying to envision the best fit of Native courses on campus and it is because of this that I raised some concerns. My charge as the Native Studies Program Coordinator is to grow the Native studies program and develop the California Indian Culture & Sovereignty Center (CICSC). The job description listed the following, must *demonstrate ability (a) to play a leadership role in curriculum development and delivery, including collaboration with departments, programs, and tribal communities to develop and deliver curriculum relevant to Native Studies and Native communities, and (b) to take an active part in the development of the potential California Indian Culture and Sovereignty Center (CICSC).*"

The courses Anthropology is proposing are very similar to current and proposed Native Studies courses and as a result have the potential to supplant the growing Native Studies minor. My hope is that both Anthropology and Native Studies might co-exist if the Indigenous Studies Curriculum distinguishes itself by focusing primarily on indigenous communities outside of Tribal Governments and Tribal Communities in the US.

I do not believe it was the intention of the CSUSM to add a Native Studies position under Indigenous Anthropology concentration, but it may have that effect. I hope that Anthropology's Indigenous Anthropology area will compliment the work we are doing in Native Studies by offering anthropological courses that address indigenous communities.

The aim of Native Studies takes an interdisciplinary approach that reflects the holistic worldview of the Tribal nations and communities of North America. Native Studies is committed to the study of American Indian culture, philosophy, history, language, and the social, economic, political status of Native Americans and their communities. The program is designed to preserve and promote the sovereignty, culture and identity of the American Indians of North America, with an emphasis on California Tribal nations. In the minor (and future major), students learn about Native American political and economic development, arts and culture, systems of knowledge, health and wellness, political theory and activism, tribal communities and nation

building and strategize approaches to contemporary issues. Native Studies aims to help students develop critical perspectives, theoretical frameworks, and practical skills that will support work and research with communities, Native organizations and tribal governments.

Native Studies incorporates the teaching and learning epistemologies of tribal people, offering students a new way to learn within the academy. The program places emphasis on the American Indian oral tradition as preserved and shared by tribal Elders, tribal governments and American Indian scholars. Students take part in oral traditional (authentic voice) learning experiences within the university classroom and, also, in tribal communities learning from tribal people. Native Studies is of interest to both American Indian and non-Indian students who wish to learn more about the experiences and resiliency of American Indians nations as a result of Euro-American contact.

Native Studies is committed to furthering collaboration with departments, programs, and tribal communities. Since my arrival here in 2008, I have put forward five new courses collaborating with the following programs and disciplines: Sociology, Political Science, VPA, Anthropology, Film Studies, Ethnic Studies, Communications, History, Women Studies, Nursing, and Kinesiology. In addition, Native Studies is currently in discussions with Dr. Rebecca Lush in LTWR to forward a C-form for a LTWR entitled, Native American Literature. Native Studies signed off on the T-form last fall, and the course was offered in spring 2012. This course may either be cross-listed with Native Studies or serve as an elective for the minor.

I hope that this helps push our continuing discussion on clarifying the respective roles of the Anthropology concentration in Indigenous Studies and the Native Studies minor forward. I look forward to what I think will be a fruitful and productive collaboration as CSUSM establishes itself as a Native respectful and friendly campus. Thank you for your consideration.

Respectfully,

Joely Proudfit, Ph.D. (Luiseño)  
Director, California Indian Culture and Sovereignty Center  
Director of Native American Academic Strategic Planning and Native Studies  
Associate Professor, Sociology



# California State University SAN MARCOS

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Dear UCC Members,

November 7, 2012

The Anthropology Department has read the letter addressed to UCC from Native Studies concerning courses and curriculum and offers clarification in this memo. Anthropology became a major in 2007 with two concentrations, Medical Anthropology and Indigenous Anthropology. Courses from both concentrations have been taught for many years. In 2010 Anthropology hired an Indigenous Anthropologist, with a specialization in Medical Anthropology, to fortify both concentrations of the major and to develop curriculum. The job description for that position includes, *"This person is expected to develop collaborative health research projects and coursework with local tribal and indigenous communities. This person must be capable of delivering course work in indigenous anthropology, medical anthropology, and cultural anthropology at all levels of the major."* The two courses under review that have been developed by Anthropology's Indigenous Anthropologist, Laurette McGuire, are ANTH 360 Indigenous Anthropology and ANTH 465 Indigenous Health. Anthropology does not have "Indigenous Studies" as a concentration as the memo from Native Studies suggests.

Together with the History Department, Anthropology co-founded the Native Studies minor. The Native Studies minor has used the model of other degrees, such as Global Studies, Women's Studies, Liberal Studies and Film Studies, and relied upon diverse departments across the college to offer courses and complementary disciplinary perspectives for its program. Departments contributing courses to the Native Studies minor include History, Anthropology, Music, Communications, Biology, and most recently, sociology and political science. The originators of the Native Studies minor cross-listed several courses, such as ANTH 480 and 481, both of which are taught by local tribal communities, so that students minoring in NS would have enough course offerings in the minor to be able to finish in a timely manner and, equally importantly, to boost Native Studies FTES to viable levels.

Anthropology welcomes additional curricular offerings in Native Studies and is supportive of the development of a Native Studies major. The Anthropology Department views additional course offerings focusing on Native Studies, from various departments and disciplines, as providing needed and important resources not only for students from tribal communities, but for all CSUSM students. The Anthropology Department holds that curricular offerings from diverse departments focusing on indigenous communities, especially courses that incorporate an indigenous perspective, provide students with multiple resources and perspectives, address regional needs, and offer students meaningful learning opportunities that potentially involve community engagement. Anthropology welcomes NS courses to count toward the Breadth Electives for the Anthropology major in order to boost Native Studies FTES and enhance the education of Anthropology majors.

Bonnie Bade, Ph.D.   
Professor of Medical Anthropology  
Chair, Anthropology Department



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Curriculum & Academic Policy Committee (CAPC)

March 28, 2013

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From: CAPC

Re: UCC request for info about decision on ANTH 360  
(email from Yi Sun sent to Dawn Formo Jan. 30, 2013)

Dear UCC,

Thank you for the opportunity to clarify CAPC's decision to send forward ANTH 360: Indigenous Anthropology despite Native Studies' objections. CAPC had a long discussion before making a decision to sign off on both ANTH 360 and ANTH 465: Indigenous Health.

CAPC reviewed four new courses submitted by the Anthropology Department to enrich course offerings for its two concentrations, Indigenous Anthropology and Medical Anthropology. Since the ANTH department has had Indigenous Anthropology at the core of its curriculum since the inception of the department in 2007 and given that the new ANTH hire is an Indigenous Anthropologist specializing in Medical Anthropology, CAPC viewed the newly proposed courses as important additions to the major.

The objections put forward by Native Studies suggest that other programs should not teach or develop any classes dealing with indigenous communities in the United States. CAPC has concerns with this line of argument for two reasons: first, this suggestion appears to be attempting to define the content available to other programs in CHABSS, which runs counter to the institutional culture at CSUSM (in which departments and programs have the autonomy to define themselves in consultation and collaboration with other programs and departments); second, this suggestion would have the effect of undermining the core mission and dismantling the curriculum of an academic department that has been nurturing important partnerships and collaborations among CSUSM faculty, students, and local indigenous communities for years.



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After much discussion, CAPC concluded that the ANTH and Native Studies courses and curriculum can coexist without Native Studies defining for Anthropology what the latter's fields of study should be. We are confident that the Native Studies program can develop a robust, engaging, and distinctive program without altering ANTH's curriculum.

CAPC

Judit Hersko  
Nicoleta Bateman  
Heidi Breuer  
Aníbal Yáñez-Chávez  
Joonseong Lee

**From:** Matthew Escobar  
**Sent:** Wednesday, October 23, 2013 4:48 PM  
**To:** Gretchen Sampson  
**Subject:** FW: ANTH ~~360~~, 465

Please post this one, too...

Thanks!

-Matt

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**From:** Joely Proudfit  
**Sent:** Friday, October 18, 2013 12:21 PM  
**To:** Matthew Escobar; Laurette McGuire  
**Cc:** Bonnie Bade; Sharon Elise  
**Subject:** RE: ANTH 360, 465

Hello –

I would appreciate UCC's role in facilitating a meeting with NATV and ANTH so that we can each have a better path to curriculum development. Option 1 sounds like a good plan of action. I believe that the new version of NATV, which will be American Indian Studies (AIS) will also help facilitate the distinctions and points of collaboration. Thank you for your generous offer and hope that UCC can help us move forward.

Thank you,

Joely

**Nošúun Lóoviq!**  
**My heart is good (Luiseño)**

*Joely*

Joely Proudfit, Ph.D. | Director California Indian Culture & Sovereignty Center  
Director of Native American Academic Strategic Planning  
Associate Professor of Sociology and Native Studies  
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**From:** Matthew Escobar  
**Sent:** Friday, October 18, 2013 8:53 AM  
**To:** Joely Proudfit; Laurette McGuire  
**Cc:** Bonnie Bade  
**Subject:** ANTH 360, 465

Dear Joely and Laurette,

UCC has completed its review of ANTH 360 and ANTH 465, and our curricular comments/concerns have now been addressed by Anthropology. UCC will vote on these courses prior to Oct. 1, so that they may be placed on the agenda for the November Senate meeting. I am contacting you to present two possible routes forward for addressing these courses at Senate:

Option 1: You meet to further discuss your concerns/differences regarding these courses and try to come to a mutually beneficial resolution. UCC is happy to facilitate this- you could meet at a UCC committee meeting, just with me (UCC Chair), or on your own. The ideal outcome of this meeting would be an agreement among all parties which would allow these courses to be placed on the Senate consent calendar for approval.

Option 2: UCC simply votes on the courses based on the available statements of opposition and support (from ANTH, Native Studies, and CHABSS CAPC). If approved, they will move to Senate as a discussion item, and both of you would need to be at the Nov. 6<sup>th</sup> Senate meeting (1-3 PM, Commons 206). I would introduce the courses and explain the reason that they are being presented for discussion, and then the floor would open for Q+A from senators, giving you an opportunity to explain your viewpoints. The courses would be voted upon by the entire senate at the following meeting (Dec. 4<sup>th</sup>).

Please let me know how you would like to proceed.

Thanks,  
Matt Escobar

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**Gretchen Sampson**

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**From:** Matthew Escobar  
**Sent:** Wednesday, October 23, 2013 4:44 PM  
**To:** Gretchen Sampson  
**Subject:** FW: ANTH ~~360~~, 465

Hi Gretchen,

Please post this with ANTH 360, 465. I'll also forward Native Studies response to my request, which can also be posted.

Thanks,  
Matt

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**From:** Laurette McGuire  
**Sent:** Wednesday, October 23, 2013 3:48 PM  
**To:** Matthew Escobar  
**Cc:** Bonnie Bade  
**Subject:** ANTH 360, 465

Dear Matthew,

After discussion with the Anthropology Department we are confident in the academic soundness and rigor of Anthropology 360 -Indigenous Anthropology, and Anthropology 465-Indigenous Health. I am academically trained as a medical anthropologist with a focus in indigenous anthropology. I was hired into the Anthropology Department to develop courses in both Medical and Indigenous Anthropology. The courses I have developed constitute fundamental components of Anthropology's curricular concentrations, which are Medical Anthropology and Indigenous Anthropology. In the interest of academic freedom and the sovereignty of faculty to pursue a research agenda and develop curricula related to their expertise, we feel the best way forward is to continue with the regular and remaining process of review for academic soundness with UCC and Academic Senate. Thank you for your time and consideration.

Best,  
Laurette McGuire

Laurette McGuire, Ph.D.  
Assistant Professor, Medical Anthropology  
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