



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts and Sciences Department American Indian Studies

Subject AIS Number 360 Title Issues in Urban Indian Country Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) No

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**
Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
 - Criteria Checklist for the area
 - Course Catalog description
 - Course Syllabus
 - Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.


Contact information:

Name Myla Vicenti Carpio Phone 480-727-7989

Mail code 4603 E-mail: Vicenti@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): John Tippecomic Date: 1/13/2015

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus, Table of Contents
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus, Table of Contents
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus, Table of Contents

Course Prefix	Number	Title	General Studies Designation
AIS	360	Issues in Urban Indian Country	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 1. Course must contribute to an understanding of cultural diversity in contemporary U.S. Society	Examines the contemporary issues of urban relocation and urban Indian community development and life	Syllabus
See 2 a. in-depth study of culture-specific elements, cultural experiences, or cultural contributions	Examines the contemporary issues of urban relocation and the development of urban Indian community and life. Understands the comparisons and relationships between reservation and urban Indians	See syllabus - pp. 5-7
See 2 c. study of social, economic, political, or psychological dimensions of relations between and among racial, ethnic, and or Linguistic minority groups within US	Examines the social, economic, and political dimensions of urban American Indian community, including activism, community development, ie Urban Indian centers, and relationships with other ethnic groups.	See syllabus - pp. 5-7

For General Studies – Cultural Diversity [C]

AIS 360 Issues in Urban Indian Country

Course Catalog Description

Course description: In-depth examination of the historical, social, economic, and political implications of indigenous migrations to urban areas. Over 50% of Native people are living in cities. What are they doing? Why are they there? Are they still under the federal trust relationship? Evaluates the social, political, and economic structures built by American Indians living in the urban environment.

List of Required Readings/Books

James B. LaGrand. Indian Metropolis. Chicago: University of Illinois Press, 2002.

Susan Lobo, coordinating editor. Urban Voices: The Bay Area American Indian Community. Tucson: University of Arizona Press, 2002.

Susan Lobo, et.al. American Indians and the Urban Experience. Oxford: Altamira Press, 2001. (3 chapters)

Renya Ramirez. Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond. Durham: Duke University Press, 2007.

additional readings on Blackboard

Amerman, Stephan “Let’s Get in and Fight!” American Indian Political Activism in an Urban Public School System, 1973” *American Indian Quarterly* vol. 27, nos. 3 & 4 (summer & fall 2003), 607-638).

Beck, David R. “Developing a Voice: The Evolution of Self-Determination in an Urban Indian Community. *Wicazo Sa Review*, (Fall 2002), 117-141.

Fixico, Donald. “The Relocation Program and Urbanization,” in *Termination and Relocation, Federal Indian Policy, 1945-1960*. (Albuquerque: University of New Mexico Press, 1986), 134-157.

Hightower Langston, Donna, “American Indian Women’s Activism in the 1960s and 1970s.” *Hypatia* vol. 18, no. 2 (Spring 2003), 114-132.

Krouse, Susan Applegate, “What Came Out of the Takeovers

Women's Activism and the Indian Community School of Milwaukee." *American Indian Quarterly* vol. 27, nos. 3 & 4 (summer & fall 2003), 533-547.

Vicenti Carpio, Myla. "Urban Movement, Urban Dilemmas," in *Indigenous Albuquerque*. Lubbock: Texas Tech University Press, 2011.

Forbes, Jack. "The Urban Tradition Among Native Americans" in Susan Lobo, et.al. American Indians and the Urban Experience. (Oxford: Altamira Press, 2001), 5-25.

AIS 360: Issues in Urban Indian Country

Dr. Myla Vicenti Carpio

DSCV Hall Rm 356 B

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Office Hours: T, Th 130-3:00 pm, OR by appointment

Fall 2014

T 430-715

DSCVRY 181

Course Description

This course examines the historical, social, economic, and political implications of indigenous migrations to urban areas. Over 50% of Native people are living in cities. What are they doing? Why are they there? Are they still under the federal trust relationship? We will explore the social, political, and economic structures built by American Indians living in the urban environment.

Course Objectives.

Students will:

- know and understand an overview of the historical political relationship between Indigenous peoples in America and U.S. Federal government
- know and understand the Policy of Relocation and Termination and its consequences on contemporary urban and reservation Indigenous populations
- know and understand the historical changes of Indigenous urban relocation
- know and understand the issues facing Indigenous urban populations and organizations as a result of urban relocation

Educational Outcomes.

From this course students will effectively:

- Critically analyze, identify, and evaluate media and readings from a variety of texts
- Demonstrate their knowledge and critical reading and thinking skills through class discussion, written book/reading reviews, and essay exams.
- Orally demonstrate an understanding of the course content through small-group and classroom discussions

Course Readings.

James B. LaGrand. Indian Metropolis. Chicago: University of Illinois Press, 2002.

Susan Lobo, coordinating editor. Urban Voices: The Bay Area American Indian Community. Tucson: University of Arizona Press, 2002.

Julie Davis, Survival Schools: The American Indian Movement and Community Education in the Twin Cities. Minneapolis: University of Minnesota Press, 2013.

Renya Ramirez. Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond. Durham: Duke University Press, 2007.

- includes Gender

Additional Readings on Blackboard

Amerman, Stephan "Let's Get in and Fight!" American Indian Political Activism in an Urban Public School System, 1973" *American Indian Quarterly* vol. 27, nos. 3 & 4 (summer & fall 2003), 607-638).

Beck, David R. "Developing a Voice: The Evolution of Self-Determination in an Urban Indian Community." *Wicazo Sa Review*, (Fall 2002), 117-141.

Hightower Langston, Donna, "American Indian Women's Activism in the 1960s and 1970s." *Hypatia* vol. 18, no. 2 (Spring 2003), 114-132. *Gender*

Krouse, Susan Applegate, "What Came Out of the Takeovers Women's Activism and the Indian Community School of Milwaukee." *American Indian Quarterly* vol. 27, nos. 3 & 4 (summer & fall 2003), 533-547. *Gender*

Vicenti Carpio, Myla. "Urban Movement, Urban Dilemmas," in *Indigenous Albuquerque*. Lubbock: Texas Tech University Press, 2011.

Course Assignments.

Thesis Review:

5 - A 250 word review of a specific article. The focus must be on stating the author's thesis and supporting evidence for the article. Five reviews are required in the first 5 weeks. However, if readings are not being done, they will be due the full semester.

Book/Reading Review:

3 - Book/Reading Reviews 4-5 page written analysis of the readings. Students will write a critical review of a book or 3-4 articles. I am looking for different areas of discussion: Author's Thesis, Analysis of thesis, How book relates to or illustrates issues discussed in class and student's evaluation of book.

Exams: Mid-term exam, 100pts, Final exam, 150pts

- Mid-term Exam – consists of 2 essay questions on the readings, lectures, and the films. Questions ask students to think critically and analytically about the class materials.
- Final Exam – consists of 3 essay questions on the readings, lectures, and the films. Questions ask students to think critically and analytically about the class materials. One question is cumulative.

Exams – Questions handed out one week before exam. On the day of the exam, I will choose randomly the questions to be answered.

Exams: Mid-term exam, 100pts (take home or on-line)

Final exam, 150pts

Book/Reading Reviews, 3 x 100pts

Thesis Reviews, 5 x 50pts

Total: 600 pts.

I will use the + / - grading system. My grading scale is as follows:

A+ =600-582	B+ = 539-522	C+ = 479- 444	D = 419-360
A =581-557	B = 521-504	C = 443-420	E = 359-0
A- = 558-540	B- = 503-480		

Assignments will be turned in to SafeAssignment. When you submit to SafeAssignment a green message bar will verify that your assignment has been submitted successfully. It will read "SafeAssignment successfully submitted for assignment 'assignment name.'" It is your responsibility to make sure that your assignment was successfully submitted. You can check either through view/submit button of the SafeAssignment page or through My Grades on Blackboard. This will show the date and time the assignment was successfully submitted.

Late Papers and Assignments. Submit papers to SafeAssignment. All papers should be placed in SafeAssign in Blackboard, no emailed papers. The Final paper should be printed and handed in and submitted to SafeAssign. Turn in all papers and assignment to Safe Assignments on Blackboard. When you download your paper or assignment – if you do not see the online confirmation, I do not have it.

Papers and assignments are late after 11:59pm on the due date as long as student attends class. Late papers are accepted up to 7 days past their due date. NO LATER. *Each day they are late, 10% will be deducted from total possible points.*

5-308 Student Code of Conduct.

Prohibits "all forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism." Sanctions include, failing grade of assignment, course, and/or expulsion or suspension from the university. Any student caught cheating or plagiarizing will receive a failing grade or an XE grade in this course.

As stated in the Student Academic Integrity Policy, "Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately."

You are responsible for knowing the Student Code of Conduct and Student Academic Integrity Policy.

Student Code of Conduct *et al.* <http://students.asu.edu/srr>
Academic Integrity <http://provost.asu.edu/academicintegrity>

Expectations of Students

- **Come to class prepared.** It is your responsibility to know which assignments and readings are due and to come to class having read or completed written assignments. (please see Late Policy)

- **Turn in assignments on time.** Do not get in the habit of turning in assignments late or not at all. I have seen an increase of late or missing assignments. It is your responsibility as a student to turn in assignments on time. Do not let this become a habit you take into the workplace.
- **Ask for help.** If you are having academic difficulty, ask for help early. Do not wait until the end of semester, by that time it may be too late to take care of the issues or prevent a failing grade.

Classroom Etiquette

- **Cell Phones.** I do not allow or tolerate the use of cell phones during class. Turn off cell phone or ringer during class. If you are expecting an emergency call, turn your phone to non-ring/vibrate and take your call outside the classroom with minimal disruption. I do not allow ANY text messaging in class. If you are caught text messaging in class, you will be asked to leave class for that day. Should the problem continue the professor will consider it disruptive and withdraw you from the course.
- **Laptops.** I allow the use of computers in class for note-taking *or* to look up readings pertaining to class. While in class disable the wi-fi capability. Laptops, or phones should not be used to surfing the web, checking Facebook status (or the like) or email, play a game, or IM. Such uses of a laptop are distracting to you and classmates around you. If you or your classmates often seem distracted by what is on your screen, I will ask you to put the computer away and if it continues you will be asked to leave class for that day. Should the problem persists the professor will consider it disruptive and withdraw you from the course.
- **Recording.** Recording will only be permitted for justified reasons and with explicit written permission from the instructor. Any unauthorized recording or duplication of course materials including but not limited to lectures and handouts without the expressed written consent of the instructor is prohibited. These materials are protected by copyright under Arizona Common Law. If you wish to duplicate materials or tape record for your own use, you must obtain permission from the instructor and dispose of the copy and/or recording at the end of the course.

Although I encourage classroom discussion, remarks and statements that I find offensive and those I perceive to be offensive to other students, such as those that denigrate or dehumanize others will NOT be tolerated.

Attendance. Attendance is required. We meet only once a week, which is the equivalent to 2.5 classes. Therefore, missing more than two weeks will negatively impact your grade. It is your responsibility to keep up with readings and papers. In case of an emergency absence, let the professor know as soon as possible, by phone, email, or in-person. In case of death in family, please inform the Student Advocacy Office (965-6547, Student Services Bldg. 263), they will inform all your professors of your absence. I understand ceremonies take place throughout the semester, please let me know ahead of time, if possible. Inform me of any absences due to ceremonies so we may arrange when papers turned in with a minimal penalty.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the University Center Building, Suite 160. DRC staff can also be reached at: 602-496-4321 (V), 602-496-0378 (TTY), and at: DPCDisability-Q@asu.edu. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies can be viewed at: <http://campus.asu.edu/downtown/drc>.

Incompletes. I do not give incompletes, unless unusual or emergency circumstances mitigate. An incomplete is only given if student has completed 2/3 of semester's work or in emergency circumstances after student has had discussions with professor. I have found that incompletes impede student progress and create more difficulties during completion. If left incomplete, student's grade becomes an E after a calendar year. Therefore, if any difficulties arise, please come talk to me as soon as possible.

I reserve the right to administer more than the required thesis reviews if I feel the readings are not being completed.

**This syllabus is not written in stone, I reserve the right to change it at any time.

T 8/26	Introduction What is urban? Who is urban? Who is Indian? Historical understanding of urban indigenous urban migrations - How long have indigenous peoples been urban?	Forbes 3-26, LaGrand: 1-44 BlackBoard: (Vicenti Carpio, Chapter 1)
T 9/2	Historical understanding of urban indigenous urban migrations Politics of Urban ~Early Relocation – impacts, population shifts	BlackBoard: (Lobo) 73-84 LaGrand: 45-73 (TR) Ramirez: Intro and Chapter 1 (TR)(more focus 37-57)
T 9/9	~Changes in Relocation policies –	Film Brooklyn Stories

2a

2c Gender

	impacts to communities	Ramirez: Chapter 2, 3 (TR)
T 9/16	Dilemmas of living urban How relocation policies have impacted indigenous social, health, economic, and political lives. Status / Health	Davis 1-97 Review 1 Due
T 9/23	Benefits/Survival/Retention of Culture/Traditions Education – survival schools	Lobo: (Trujillo) 49-68 (TR) Davis: 97-237
T 9/30	Indian Child Welfare Demographics/recognition Employment	BlackBoard: (Straus/Valentino) 85-116 Ramirez Exam questions
T 10/7	Activism Discussion	LaGrand: , Ch. 7, 8 BlackBoard: (Hightower Langston 114-132) (Beck) 155-162 Film Review 2 due
	Mid-Term Exam	Mid-term Exam (Take Home)
T 10/14 Fall Break		
Th 10/23	<u>Chicago</u> Community and institution building and changes in Urban communities ~ Chicago Discussion	Film: Chicago Stories LaGrand: Chapter 3, 4, 5, 6,
T 10/28	<u>San Francisco/Oakland/Silicon Valley/Los Angeles</u> Community - Urban Indian Centers	Ramirez: 4, 5
T 11/4	Urban Life and Activism – L.A. and San Francisco	Film Urban Voices
T 11/11 Vet day		

2c - Gender + Culture

2a
2c

2a

2c

2c Gender + Culture

2a
2c

|

T 11/18	Albuquerque ~past and present – institutions, community, and change <u>Discussion</u>	Lobo: (Peters) 117-126 BlackBoard: Hughes 57-59, 102-105, 112-115
T 11/25	Phoenix ~past and present – institutions, community, and change	Review 3 due BlackBoard: Krouse BlackBoard: Amerman
T 12/2	Phoenix – Guest Lecture Review	Final Exam Questions
Final	Tue. 12/9 430-620	Final Exam

2a
2c

SURVIVAL SCHOOLS

*The American Indian Movement
and Community Education
in the Twin Cities*

JULIE L. DAVIS

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University of Minnesota Press
Minneapolis
London

JAMES B. LAGRANDE

Indian Metropolis

*Native Americans
in Chicago,
1945-75*

UNIVERSITY OF ILLINOIS PRESS
URBANA AND CHICAGO

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Native Hubs

Culture, Community, and Belonging
in Silicon Valley and Beyond

Renya K. Ramirez

Duke University Press
Durham & London
2007

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The Bay Area American Indian Community

COMMUNITY HISTORY PROJECT,
INTERTRIBAL FRIENDSHIP HOUSE,
OAKLAND, CALIFORNIA

EDITORIAL COMMITTEE

Susan Lobo, Coordinating Editor

Sharon Mitchell Bennett

Charlene Betsillie

Joyce Keoke

Geraldine Martinez Lira

Marilyn LaPlante St. Germaine

THE UNIVERSITY OF ARIZONA PRESS

Tucson



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