ETHN 110: Cultural World Views of Indigenous America
University of California San Diego
Spring 2017

Meeting Times: Tuesday and Thursdays, 9:30-10:50am
Meeting Location: WLH2113

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Office hours: Thursdays 2:00-3:30pm
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COURSE DESCRIPTION:

This course will explore Native Americans/indigenous people's ways of living, knowing, and understanding the world in relation to settler-immigrant societies in North America. Students gain analytical tools for thinking about world views through themes of cosmology, land, kinship, and identity formation.

COURSE OBJECTIVES:

Through this course, students will be able to:

- Identify key aspects to Indigenous worldviews
- Gain a sense of the contemporary dynamics of settler colonialism
- Articulate the principle elements of their personal worldview
- Appreciate how a conceptual framework can contribute to engaging in social action

STUDENT OBLIGATIONS:

Students will be expected to participate the course in an active and engaged manner. Much like any endeavor taken up at UCSD, meaningful and full participation is necessary for success and is expected. An aim of this course is to engage themes in an academic and practical manner.

We will be dealing with issues that have significant individual and community implications, aside from theoretical understandings. Bringing outside understandings and experiences is necessary and encouraged.

There will be no midterm or final in-class examinations and students are not expected to purchase any material for the course. Grades will be comprised of: (1) participation, (2) a Class Response, (3) engagement with their community of practice, and (4) Final Project.

1. **Participation** (30%) is comprised of class attendance and engagement of the readings and class discussion. Students are expected to contribute to ongoing discussions and explorations of class material and themes. This requires a deep reading of assignments (through
annotating, summarizing, and noting questions that arise) and participation in class discussions (recall in both quality and frequency). Because of the number of students in the course, class attendance will be taken. If there is an unexpected occurrence and/or excused absence (University activity, medical reasons, religious holidays, etc.) please inform me as soon as possible in order that proper adjustments can be made.

2. **Class Response** (10%) is a three-page paper that answers the following: What are you most passionate about? What do you see your purpose in life is? After which point students should attempt to identify and define various aspects of their own personal conceptual framework/worldview (this can include, but not limited to, spirituality/religion, cultural upbringing, personal experiences, developed convictions, etc.). This is due on Thursday, April 13, 2017.

3. **Communities of Practice** (30%) are self-formed groups of students that have to do with a particular interest and will be meeting at least three times over the quarter. This can be epistemic (as in dealing with your major), professional (such as wanting to go into public health, medicine, law, economics, engineering, social work, teaching, etc.), cultural, or any other types of communities. The purpose of these communities is to engage in cross-disciplinary dialogue as a means to improve, critique, recast various practices within each community. Communities of Practice can act as a way to transform society in a diffuse manner. Each student will be required to write a 2 page report/reflection about each meeting. Each reflection will be 10% of your grade.

4. The **Final Project** (30%) can either be (1) a six-page paper or (2) a social action and an accompanying three-page report/reflection. Students wanting to do a social action must get their project approved by me before they carry it out.

**COURSE SCHEDULE**

**Week 1: Introduction & Family**

Tuesday, April 4, 2017
Course introduction

Class Response: What are you most passionate about? What do you see your purpose in life is? Identify and define various aspects of their own personal conceptual framework/worldview. Due in a week and a half (4/13).

Thursday, April 6, 2017
Formation of Communities of Practice

**Week 2: Psychological Experiences of Genocide**
Tuesday, April 11, 2017


Thursday, April 13, 2017

Class Response Due

Week 3: Communities of Practice and Societies
*Communities of Practice meet sometime this week #1

Tuesday, April 18, 2017
Wenger-Trayner, Etienne and Beverly Wenger-Tranyer. 2015. Communities of Practice: A Brief Introduction

Thursday, April 20, 2017

Week 4: California Dispossession and Violence

Tuesday, April 25, 2017

Communities of Practice Reflection #1 Due before end of day.

Thursday, April 27, 2017
Guest Speaker

**Week 5: Cosmology & Metaphysics**

*Communities of Practice meet sometime this week #2*

Tuesday, May 2, 2017

Thursday, May 4, 2017

**Week 6: Spirituality, Prayer, & The Sacred**

Tuesday, May 9, 2017

Thursday, May 11, 2017
LaDuke, Winona, Recovering the Sacred (Cambridge MA: South End Press, 2005)

**Week 7: Humor, Creativity & Animals**
Communities of Practice meet sometime this week #3

**Tuesday, May 16, 2017**
1491’s Youtube Comedy

**Thursday, May 18, 2017 (Powwow UCSD, May 19-20)**

**Week 8: Time and History**
Tuesday, May 23, 2017

Thursday, May 25, 2017

**Week 9: Continuity and Change**

Tuesday, May 30, 2017
Ewers, John Canfield, Plains Indian History and Culture: Essays on Continuity and Change (University of Oklahoma Press, 1997)
Seven Generations Vision (structure)
Trickster (change), Reder, Deanna, “Preface” in Deanna Reder and Linda Morra (eds), *Troubling Tricksters* Wilfred Laurier University Press 2010

Thursday, June 1, 2017
More Than a Word, documentary on mascotry

**Week 10: Indigeneity as Framework & Unity**

Tuesday, June 6, 2017

Thursday, June 8, 2017

**Finals**