California Native History

Ethnic Studies 112C  Ross Frank
Spring 2021  Office:  SSB 227
Tu-Th 5:00-6:20 PM  Office Hours:
Lectures & Office Hours by Zoom in Canvas  Tues. 10:00 AM-noon,
Email: rfrank@ucsd.edu  Wed. 1:00-3:00 PM
Phone: 534-6646  and by appt.

COURSE ORGANIZATION

This course serves as an introduction to the complex history of the people who occupied California before European contact and colonization. The readings follow 4 interconnecting themes: land & people; Spanish colonization; dispossession and subordination related to the creation of the political entity we know as California; and issues of “survivance”, defined by Gerald Vizenor as “an active repudiation of dominance, tragedy, and victimry.”

The course works as an organized conversation around the course themes, the readings, your responses to reading questions, and your interaction with your classmates, your instructor, and guests invited to class. The goal will be to learn the contours of California Native (Indian) history how it has shaped people, both Indian and non-Indian, and their possible futures.

COURSE OBLIGATIONS

Course Assignments & Expectations

You are expected to attend and/or listen to class meetings and keep up with the reading assignments.

Course evaluation will be based on:
- Reading questions blog 30%
- Discussion / Interrogation contribution 30%
- Midterm exam essay 10%
- Final Project: interim report 10%
- Final Project: submission / presentation 20%

Lectures will be held live and online through Zoom during scheduled class time. Class will be recorded and made available on Canvas in the Media Gallery.

- **Blog entries**: I will post reading questions online in advance of most class sessions. You will contribute blog entries on CANVAS providing your response to the reading questions and commenting on the reading selections. You will use these questions to prepare for discussion of the readings and underlying themes. Blogs should be completed at least an hour before each class, and you are welcome to read, comment upon and extend the responses of your classmates. Your blog entries will also help you absorb the reading material assigned during the quarter, and to prepare for other assignments. Each blog is worth a maximum of 2 points.
Online discussions: Participation in discussions held throughout the quarter will count for part of your class grade. There are 3 ways to participate and receive credit:

1) participate in discussion synchronously during lectures;

2) discussion during Office Hours though Zoom;

3) Interrogation Paper - For this option, first do the readings for the week and watch the lecture/discussion videos. You will then write a 250-500 word post due by 5pm Friday on Canvas in which you identify and interrogate a concept or question from the week’s material, citing one short passage from each reading and at least one moment from the class recordings.

At the end of each week, you will report in a separate blog category how you have earned points for that week (options 1, 2, or 3, above). You may earn a maximum of 3 discussion points each week. See “Discussion Ethics” below.

Midterm essay: The midterm provides the opportunity to incorporate and expand upon class readings, lectures, discussions, and blog entries in “take home” essay format.

Final Project: Guidelines for the project(s) will be discussed later in the quarter.

I welcome visits during regular Zoom office hours, or by appointment, to discuss any aspect of the class and the assignments.

Academic Honesty
All work submitted in this course must be your own and original. Each student is expected to be familiar with and abide by UCSD’s policy on Integrity of Scholarship, available at:
https://academicintegrity.ucsd.edu/process/policy.html

Discussion Ethics
Our study of the California Native History involves challenging commonly held understandings of race, gender, sexuality, nation, and class. Please engage one another in discussion with respect, generosity, and consideration. Abusive or harsh language, personal attacks, intimidation, will not be tolerated. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit:
https://ucsd.edu/about/principles.html

Use of Course Materials
My lectures and course materials, including materials that I have created posted on Canvas, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is enrolled in or auditing this course.
You may not reproduce, distribute or display (post/upload) lecture notes or recordings or course materials in any other way without my express prior written consent. You also may not allow others to do so.

Similarly, you own the copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will ask for your written permission.

**Accommodations**
If you have a medical condition or different physical or learning needs for which you may need accommodation in order to participate fully and successfully, please speak with me individually so that we can make necessary adjustments. You may also seek assistance or information from the Office for Students with Disabilities: https://disabilities.ucsd.edu/students/typesaccommodations.html
If you prefer to be called by a different name or referred to as a different gender than the one under which you are officially enrolled, please inform me, so that we can adjust accordingly.

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**ASSIGNED READING**

These books are required reading. They are available at UCSD Bookstore, online booksellers, and most have pdf links available free to UCSD students:


**NOTE:** Books are on reserve and listed in ARES ([https://reserves.ucsd.edu/ares/](https://reserves.ucsd.edu/ares/)). All other readings marked with an asterisk* in this syllabus are available in ETHN 112C on CANVAS (canvas.ucsd.edu).
SYLLABUS

The reading(s) that follow each week heading are to be read before that class meeting.

Please Note: Readings are available on CANVAS except the required Debora Miranda book which is available at the UCSD Bookstore, online booksellers, and is on reserve at Geisel Library. Some readings available online will need to be accessed through the library with your UCSD account, and a VPN connection if you are off-campus (see https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/index.html).

Part I: Land and People

WEEK 1 MARCH 30 Introduction to California Native History

APRIL 2 Cosmology
Theodora Kroeber. The inland whale. Berkeley: University of California Press, 1959, 10-38 and 153-167 (explanation).*

WEEK 2 APRIL 6 Place-making


APRIL 8 Creation


WEEK 3  APRIL 13  
Language  
Guest: Michael Connolly (Campo Kumeyaay Nation)  

APRIL 15  Language & History  
Leanne Hinton. *Flutes of fire.* Chapters 6-7: 61-93.*  

Part II: Spanish Colonization  

WEEK 4  APRIL 20  
Serra’s Mission System  

APRIL 22  Serra’s Mission System  
James A. Sandos. *Converting California.* Chapters 4-5: 55-82*  
Kent G. Lightfoot. *Indians, Missionaries, and Merchants.* Chapter 4 “Native Agency in the Franciscan Missions”, 82-113.*  

WEEK 5  APRIL 27  
Assessing Colonization  
Guest: Jonathan Cordero (Ramaytush Ohlone/Chumash)  
James A. Sandos. *Converting California.* Chapters 6-7: 83-110.*  
Part III: State of California

APRIL 29  Mexico and the End of the Missions
Guest: Laurie Egan-Hedley (Director, Barona Cultural Center and Museum)

Midterm assignment due


WEEK 6  MAY 4  State of Terror


MAY 6  Working Indians


Larisa K. Miller. “*The Secret Treaties with California Indians.*” *Prologue,* Fall/Winter 2013: 38-45.* ONLINE


Deborah A. Miranda. *Bad Indians: A Tribal Memoir,* 75-105.
WEEK 7  MAY 11  Kumeyaay Country


Access through Hathitrust Emergency Temporary Access

Part IV: Survivance Issues

MAY 13  Strategies of Survivance I


WEEK 8  MAY 18  Strategies of Survivance II

Guest: Nathan Acebo (UC Merced)

Final Project Interim Report due

William J. Bauer. *California Through Native Eyes*. Chapter 6 “Persisting” and Conclusion, 105-123.*


https://escholarship.org/uc/item/76f498bj

MAY 20  The Urban & Rez


WEEK 9  MAY 25  Ishi’s Legacy


UCSD Repatriation Case Documents  ONLINE

http://pages.ucsd.edu/~rfrank/NAGPRAdocs.html
MAY 27

Revitalization and Thrivance

**Guest: Ethan Banegas (Barona Band of Mission Indians - Kumeyaay)**

Ethan Banegas, “Interview with Edward “Joe” Louis Welch,” *San Diego History Center: Transcript* | Audio file*

Cutcha Risling Baldy. *We are Dancing For You*. Chapters 4-5 & Conclusion: 100-152.*

**WEEK 10**

JUNE 1

The Present is Not One Place


JUNE 3

Native California Futures


THURSDAY, JUNE 10

**FINAL PROJECT PRESENTATIONS (7:00-10:00PM)**

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**Majoring or Minoring in Ethnic Studies**

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers.

The Native American and Indigenous Studies minor provides an expansive introduction to the histories, lifeways, and cultures of Native American and Indigenous communities in the United States with comparative examples from Indigenous communities across the world. Drawing on course offerings in Ethnic Studies, History, Literature, Oceanography, Physics, Theater and other departments, students gain an understanding of the first peoples of San Diego and the United States.

If you would like information about the Ethnic Studies major or minor, please contact:

Monica Rodríguez, Ethnic Studies Department Undergraduate Advisor

858-534-3277 or nmrodriguez@ucsd.edu or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)