COURSE ORGANIZATION

Course evaluation will be based on a midterm, one written essay, a final exam, and in-class discussions throughout the quarter. Assignment grades will be distributed: attendance and participation during in-class activities 15%; first essay 10%; midterm 15%; second essay 30%; and final 30%.

COURSE OBLIGATIONS

All students must attend all lectures and read the assigned materials in order to complete this course. You have a responsibility to create an environment conducive to learning during lectures and discussion, and to abide by the UCSD Principles of Community. Attendance and participation in discussions held throughout the quarter will count for part of your class grade. These in-class discussions cannot be made up.

REQUIRED ESSAYS

A short essay will be due on Tuesday, January 17. Details will be provided in class.

For the second essay, you will have a choice of reading *The Death of Bernadette Left Hand* by Ron Querry, *Power* by Linda Hogan, *Watermelon Nights*, by Greg Sarris, or *Garden in the Dunes*, by Leslie Marmon Silko. A description of the books will be given in class to help you decide, and you should also review the following essay deadlines:

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Start</th>
<th>Finish</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The Death of Bernadette Left Hand</em></td>
<td>1/24/06</td>
<td>2/28/06</td>
<td>3/7/06</td>
</tr>
<tr>
<td><em>Power</em></td>
<td>1/24/06</td>
<td>3/2/06</td>
<td>3/9/06</td>
</tr>
<tr>
<td><em>Garden in the Dunes</em></td>
<td>1/24/06</td>
<td>3/9/06</td>
<td>3/16/06</td>
</tr>
<tr>
<td><em>Watermelon Nights</em></td>
<td>1/24/06</td>
<td>3/9/06</td>
<td>3/16/06</td>
</tr>
</tbody>
</table>

Those who choose *Bernadette Left Hand* or *Power* may be able to arrange hand in their essay on a different date. Please consult with me when you make your book choice.

**Note:** In fairness to the other students in the class, I generally do not accept late essays except in extreme and properly documented circumstances. I am, however, willing to help to resolve difficulties that you might have with the essay or the deadline as long as you speak to me about the matter before the assignment due date.
ASSIGNED READING

The following required materials have been ordered for the course and are available at Groundwork. They have also been placed on reserve in the Geisel Library:


Wait for instructions in class before purchasing the items marked with •


*Ethnic Studies (ES) 110 Reader.* Available from University Reader Printing Service at: [http://www.universityreaders.com](http://www.universityreaders.com). These readings are also available in .pdf format at: [http://reserves.ucsd.edu](http://reserves.ucsd.edu).

SYLLABUS

The reading(s) that follow each date should be completed before that class meeting. Please come to class prepared to discuss the reading material. Please Note: Materials in the Ethnic Studies 110 Reader are not necessarily bound in the same order in which they are assigned! A copy of the printed materials on reserve in Geisel Library are marked with (R) in the syllabus. A few reading assignments, marked with (W), are not available on reserve and are only available in the Ethnic Studies Reader and on the ETHN 110 website. A copy of the Ethnic Studies 110 Reader will be in reserve and the readings are available in .pdf format at: [http://reserves.ucsd.edu](http://reserves.ucsd.edu).

WEEK 1 JANUARY 10 Introduction to Cultural World Views of Native Americans

PART I SOUTHWEST: Río Grande Valley Pueblos, Hopi and Navajo

JANUARY 12 Spanish-Pueblo Contact and Cultural Change

Cook-Lynn, Elizabeth. “Why I Can’t Read Wallace Stegner.” ES 110 Reader  (R)

WEEK 2  JANUARY 17  The Mythic Pueblo Center
Stirling, Matthew W.  Excerpt from *Origin Myth of Acoma and Other Records.*  ES 110 Reader.

JANUARY 19  Myth and Literature in the Pueblos
Cushing, Frank Hamilton.  Selections: *Zuñi Folk Tales.*  ES 110 Reader  (R)
Tedlock, Dennis.  Except from *Finding the Center: Narrative Poetry of the Zuni Indians.*  ES 110 Reader  (R)

SHORT ESSAY DUE AT BEGINNING OF CLASS

WEEK 3  JANUARY 24  Navajo Creation and World View
BEGIN READING YOUR BOOK CHOICE FOR SECOND ESSAY
Zolbrod, Paul G.  Excerpt from *Diné bahanè: The Navajo Creation Story.*  ES 110 Reader  (R)

JANUARY 26  Indigenous Cultural Survival
FILM:  *Itam Hakim Hopiit,* by Victor Masayesva (Hopi)
Ortiz, Alfonso, “Dynamics of Pueblo Cultural Survival”, in DeMallie, Raymond J., and Alfonso Ortiz.  *North American Indian anthropology: essays on society and culture.*  ES 110 Reader  (R)

WEEK 4  JANUARY 31  Class Discussion:
Viewing the Pueblo, Hopi, and Navajo Worlds
Bodine, John.  “The Taos Blue Lake Ceremony.”  ES 110 Reader  (R)
Ferguson, T. J., Roger Anyon, and Edmund J. Ladd.  "Repatriation at the Pueblo of Zuni: Diverse Solutions to Complex Problems" in Mihesuah, Devon A.  *Repatriation reader: who owns American Indian remains.*  ES 110 Reader  (R)

FEBRUARY 2  MIDTERM EXAMINATION
PART II    GREAT LAKES: Algonkian Peoples and Neighbors

WEK 5   FEBRUARY 7   French-Algonkian Contact, Algonkian Cultural Change and World View
Wallace, Anthony F. C. “New Religions Among the Delaware Indians, 1600-1900.” ES 110 Reader (R)
Hickerson, Harold. “The Feast of the Dead Among the Seventeenth Century Algonkians of the Upper Great Lakes.” ES 110 Reader (R)

FEBRUARY 9   The Midéwiwin of the Ojibwa as an Adaptive System
Hoffman, W. J. *The midéwiwin or “Grand Medicine Society” of the Ojibway*. ES 110 Reader (R)
Michael Angel. Chapter 3, *Preserving the Sacred: Historical Perspectives on the Ojibwa Midewiwin*. ES 110 Reader (R)

WEK 6   FEBRUARY 14   Explaining White Influence and Culture Change
Krech, Shepard. Chapter 7 “Beaver”, in *The ecological Indian: myth and history*. ES 110 Reader (R)

PART III    GREAT PLAINS: Plains Indian Cultures

FEBRUARY 16   Forming a New Cultural Configuration
Walker, James R. *Lakota Myth*. ES 110 Reader (R)

WEK 7   FEBRUARY 21   Lakota Myth and Meaning: Looking for the Lakota World View
DeMallie, Raymond J. ‘These Have No Ears:’ Narrative and the Ethnohistorical Method.” ES 110 Reader (R)
Nagy, Imre, “Cheyenne Shields and Their Cosmological Background”. ES 110 Reader (R)
FEBRUARY 23  The Ghost Dance, Revivalism, and Cultural Change
Mooney, James. Excerpt from: The Ghost Dance Religion and the Sioux Outbreak of 1890. ES 110 Reader (R)
Jahner, Elaine A., “Transitional Narratives and cultural continuity”.
ES 110 Reader (R)

Walker, James R. Lakota Belief and Ritual. ES 110 Reader (R)

WEEK 8  FEBRUARY 28  Plains Adaptation and Survival
ES 110 Reader (R)
Wilson, Gilbert L., ed. Buffalo Bird Women’s Garden.
Black, Elk, and Joseph Epes Brown. The sacred pipe; Black Elk’s account of the seven rites of the Oglala Sioux. ES 110 Reader 3-9 (W); 67-100 (R)
Peyer, Bernd C. The Singing Spirit: Early Short Stories by NAI. ES110 Reader (R)

FINISH READING Bernadette Left Hand (2nd essay choice #1).

PART IV  CALIFORNIA

MARCH 2  Religion in Native American California, the Mission Era, and Cultural Change
Tac, Pablo. “Indian Life and Customs at Mission San Luis Rey.”
ES 110 Reader (R)

FINISH READING Power (2nd essay choice #2).

WEEK 9  MARCH 7  Cultural Configuration of Native California
Hinton, Leanne. Flutes of fire : essays on California Indian languages. ES 110 Reader 20-69 (R)
Kroeber, Theodora. The Inland Whale. ES110 Reader. (W)

BERNADETTE ESSAY DUE AT BEGINNING OF CLASS
MARCH 9 Native Californian Destruction and Revival
   FILM: Ishi, *The Last Yahi*
Heizer, Robert F. *The Destruction of California Indians.* ES110 Reader. (W)
Hinton, Leanne. *Flutes of fire: essays on California Indian languages.*
   ES 110 Reader 70-93 (W)
Deborah Dozier. “Prologue” and “Bird Songs”, *The Heart Is Fire.*
   ES110 Reader. (R)

**POWER ESSAY DUE AT BEGINNING OF CLASS**

**FINISH READING** Watermelon Nights or Garden of the Dunes (2nd essay choices #3 & 4).

**PART V REFLECTIONS**

WEEK 10 MARCH 14 FILM: Harold of Orange by Gerald Vizenor
   (Anishinabeg [Ojibwa])
   ES 110 Reader (R)
Nabokov, Peter. “Discovery: The Beeah Tribe” ES 110 Reader (R)

MARCH 16 Open Class Discussion
Gulliford, Andrew. Chapter 5 “Living Tribal Cultures”, in Sacred objects and sacred places: preserving tribal traditions. ES 110 Reader (R)
Cook-Lynn, Elizabeth. “America’s Oldest Racism”, in Why I can’t read Wallace Stegner and other essays: a tribal voice. ES 110 Reader (R)

**WATERMELON** or **GARDEN** ESSAY DUE AT BEGINNING OF CLASS

**REVIEW SESSION** Day, time, and room to be announced.

**FINAL EXAM** Friday, MARCH 24, 8:00 – 11:00AM (WLH 2207)