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 ofn 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

You are expected to attend class meetings and keep up with the reading assignments at all times! 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. If you do miss more than 2 sessions, each additional class missed will reduce your final grade by 5 points. You also have a responsibility to create an environment conducive to learning during class meetings and discussion, and to abide by the UCSD Principles of Community.

I will post reading questions, normally in class and online, in advance of most class sessions. You will use these questions to prepare for the class discussion of the readings and underlying themes. You will contribute blog entries on TED providing your take on the reading questions and commenting on the reading selections. Blogs will be due an hour before class. The blogs will help you absorb the reading material assigned during the quarter, and to prepare for assignments.

Course evaluation will be based on: 1) blog entries; 2) class discussions, 3) a written midterm assignment that will incorporate and expand upon class materials, discussions, and blog entries; and 4) a Final Examination consisting of a final project that will have both a written and an in-class component. Guidelines for the project will be discussed later in the quarter. I welcome visits during regular office hours, or by appointment, to discuss any aspect of the class and the assignments. Grades will be distributed: blog entries 20%; class discussion 25%; midterm 25%; final project 30%.
ASSIGNED READING

These books are required reading and are available at UCSD Bookstore:


All other ETHN 189 readings are available on [TED](http://ted.ucsd.edu).

SYLLABUS

The reading(s) that follow each week heading are to be read **before** that class meeting. Be prepared to discuss the reading assignments in class.

Please Note: Readings are available on TED except the required books which are available at the UCSD Bookstore or on reserve at Geisel Library. Some readings available online will need to be accessed through the library with your UCSD account.

**Part I: Land and People**

**WEEK 1**  
JANUARY 5  Introduction to California Native History

JANUARY 7  Cosmology


**WEEK 2**  
JANUARY 12  Environment


JANUARY 14  Creation  
**Guest:** Preston Arrow-Weed (Quechan)


http://ark.cdlib.org/ark:/13030/kt1r29q2ct/

WEEK 3  JANUARY 19  Language


JANUARY 21  Language & History

Leanne Hinton. *Flutes of fire.* Chapters 6-7: 61-93. **TED**


Part II: Spanish Colonization

WEEK 4  JANUARY 26  Spanish Arrival


JANUARY 28  Serra’s Mission System


WEEK 5  FEBRUARY 2  Assessing Colonization

**Midterm assignment due**


Part III: State of California

FEBRUARY 4  Mexico & Secularization


Deborah A. Miranda. *Bad Indians: A Tribal Memoir*, 38-74

WEEK 6  FEBRUARY 9  State of Terror  Guest: George Phillips


FEBRUARY 11  Working Indians


WEEK 7  FEBRUARY 16  Kumayaay Country

Part IV: Survivance Issues

FEBRUARY 18 Native CA Artists Guest: Nicholas Rosenthal

Modern By Tradition: Native Women Artists in California. Video. TED

WEEK 8 FEBRUARY 23 Urban & Rez

FEBRUARY 25 Activist Hubs


WEEK 9 MARCH 1 Ishi’s Legacy


MARCH 3 Repatriation & UCSD

UCSD Repatriation Case Documents ONLINE
http://pages.ucsd.edu/~rfrank/index.html

WEEK 10 MARCH 8 Negotiating Indianness Guest: Tishmal Turner

MARCH 10 Native California Futures

Eve Tuck and K. Wayne Yang, “Decolonization is not a metaphor”, Decolonization: Indigeneity, Education & Society 1:1 2012, 1-40. TED
TUESDAY, MARCH 15       FINAL PROJECTS (11:30AM-2:30PM)

**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. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu