This course provides an introduction to the history and theory of museum representation of American Indians in order to explore its relation to colonialism and decolonization. In addition to a wide-ranging look at the complex foundations of systems of representing Indians and Indianness, a study of Plains Indian drawings from 1860-1890 will allow the class to create new approaches to designing a museum exhibition.

**COURSE ORGANIZATION**

Class meetings, readings, and include:

- Discussion: attendance and active participation and group discussions of the reading during the course meetings;
- Assignments: these will vary over the quarter, introducing resources, interpretive exercises, presentations, and other formats;
- Midterm: essay and classroom presentation;
- Final Project: written final research project and classroom presentation.

Course grade will be based on the following: 30% - attendance and participation during in-class activities; 20% - midterm essay and presentation; 50% - research project presentation and final research project report (25% each).

**COURSE POLICIES**

Classroom Ethics
By the very nature of the course topic, there will likely be a wide range of opinions as you read and engage the assigned materials. You are responsible for helping to establish a good classroom environment, one that will stimulate you to think for yourself and raise questions about conventional views and received wisdom. Please keep in mind that we also engage each other in a respectful and considerate discussion in the classroom. Derogatory language, intimidation, and personal attacks will not be tolerated. These ground rules are reflected in the [UCSD Principles of Community](http://ucsd.edu/ucsd/about/principles.html).

Accommodations
We wish to make this course as accessible as possible to students with disabilities or medical conditions that may affect any aspect of course assignments or participation. Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) [http://disabilities.ucsd.edu/about/index.html](http://disabilities.ucsd.edu/about/index.html). If you require
specific accommodations, please provide a copy of your paperwork to me as soon as possible. Also, if you prefer to be called by a different name or to be referred to by a different name or gender than what appears on your enrollment record, please feel free to notify me.

Academic Integrity
According to the UCSD Policy on Integrity of Scholarship, “no student shall engage in any activity that involves attempting to receive a grade by means other than honest effort.” Any work that you produce for this course that violates the UCSD Policy on Integrity of Scholarship will result in an ‘F’ on that assignment and will be reported following the process outlined by the UCSD Office of Academic Integrity.

COURSE OBLIGATIONS
All students must attend all class meetings and read the assigned materials in order to complete this course. You have a responsibility to create an environment conducive to learning during class meetings 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 ASSIGNMENTS
Students will make in-class presentations of class readings and contribute to question for discussion. Classroom assignments are listed in the syllabus for the day that they are due: January 18, February 8, February 15. The Midterm Examination consists of a written essay (5 pages) and an in-class presentation. The Final Examination will consist of an individual or team research project, presented in class, and the written component due during the scheduled exam period.

ASSIGNED READING
The following required book has been ordered for the course and is available at the Bookstore. It has also been placed on reserve in the Geisel Library:


Other assigned readings are available on TritonED: tritoned.ucsd.edu

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:

Monica Rodriguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or http://nmrodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu
SYLLABUS

The reading(s) that follow each date should be **completed before** that class meeting. Please come to class prepared to discuss these assigned readings. Students taking ETHN 214A will also read SUGGESTED READINGS and other materials assigned during the course.

**PART I  The Colonial Roots of Representation**

**WEEK 1  JANUARY 9**  Introduction and Course Organization

**JANUARY 11**  The Problem of Art


**WEEK 2  JANUARY 16**  Collecting, Museums, and the Nation State


**ASSIGNMENT:** Familiarize yourself with ArtStor (http://libraries.ucsd.edu/locations/arts/resources/find-image-collections/index.html) and its Native American image holdings. ArtStor must be accessed the first time from campus. After that you may logon remotely using UCSD’s VPN (http://blink.ucsd.edu/technology/network/connections/off-campus/VPN/).

**JANUARY 18**  Museum of the American Indian Roots


NAGPRA documents (read the first 2 documents listed): http://pages.ucsd.edu/~rfrank/NAGPRAdocs.html

ASSIGNMENT: Find 2 or more internet resources that provide access to a tribal, museum, or other institutional holdings of Native American material. You will show what you find and we will discuss the content, presentation, and representation issues that these digital sources pose.

PART II The Decolonizing Project

WEEK 3 JANUARY 23 Disruptive Histories


JANUARY 25 Alternative Epistemologies


Recently proposed, [Safeguard Tribal Objects of Patrimony Act (STOP Act)](https://www.congress.gov/114/hr/5217).

MIDTERM ASSIGNMENT DISTRIBUTED
WEEK 4 JANUARY 30 Reading Absences

FEBRUARY 1 Midterm Reports

MIDTERM ASSIGNMENT DUE

PART III Problems of the Present

WEEK 5 FEBRUARY 6 Thinking About Tribal Museums


Ledger Art Press Articles folder

FEBRUARY 8 NMAI - Take I


ASSIGNMENT: Familiarize yourself with the Plains Indian Ledger Art Digital Publishing Project (PILA) @ plainsledgerart.org. Register for an account and begin to try out the various capabilities of the web site: explore the research bench, enter personal research notes and public comments, upload images to personal and public galleries, and create a slideshow.
WEEK 6  FEBRUARY 13  NMAI - Take II

Lonetree, Amy. Decolonizing Museums Representing Native America in National and Tribal Museums. 2012, Chapters 3-4, 73-167. Restricted to UCSD.


ASSIGNMENT: I will assign one of the Amy Lonetree chapters and 2 of the other articles on the NMAI to each of you. Read the assigned material and write a short response paper (2-3 pages) identifying the arguments and themes regarding NMAI critiques and opportunities that stand out for you and how they interrelate in all of their complexity.

PART IV  What To Do With Plains Indian Ledger Art?

FEBRUARY 15  Narrative and Meaning: Art and the Plains Indian World View  (week 6 continued)


WEEK 7  FEBRUARY 20  What is Ledger Drawing?

ASSIGNMENT: Using the PILA (plainsledgerart.org) research bench, enter personal research notes and public comments, upload images to personal and public galleries, and create a slideshow.

FEBRUARY 22  An Art Historical View
Chapter 7: Native Art From 1900-1980 [The Twentieth Century], 242-291 [208-239].


ASSIGNMENT: Assemble Final Project Teams and begin to define areas of research.

WEEK 8  FEBRUARY 27  Narrative and Meaning in Plains Indian Art

MARCH 1     Ledger Art as History

WEEK 9      MARCH 6     The Tourist and the Captive


MARCH 8     Arts of Survivance

PART V      Conclusions

WEEK 10     MARCH 13     Project Developments, Presentations and Discussions I
MARCH 15     Project Developments, Presentations and Discussions II

FINAL PROJECT DUE     Tuesday, MARCH 20, 3:00-6:00 PM