

ETHN 110, Cultural Worldviews of Indigenous America
SUMMER I
June 29 – August 1, 2015
SYLLABUS

Instructor: Alan Lechusza Aquallo, PhD

Course hours: Monday and Wednesday, 2 – 4:50pm

Course location: Center 205

Office location: Social Science Building, SSB 252

Office hours: Monday and Wednesday 1 – 2pm, other times by appointment only.

Email: aaquallo@ucsd.edu

Course Description:

This course will follow a seminar/discussion style format. This direction precludes that students will be interactive within each section meeting. The provided weekly topics should inspire and help direct discussion/interaction.

The course will be divided, by week, focusing upon different areas as they relate socio-politically-tribally to issues of Indigeneity and Native Peoples. Students will complete a final research document focusing on an aspect of Native/Indigenous socio-political-tribal issues and/or identity (de)construction of their choice. These research documents may be in one of the following manner: a written document (12 point Times Roman, Veranda or similar font), a Power Point Presentation, or a Prezi Presentation. Weekly response papers to the outlined discussion topics will be completed for submission at the end of each week – Friday (11:59pm). Film, video, web site and music review and analysis may accompany each discussion session.

Each week will be devoted to a particular topic/theme, related to Native/Indigenous cultural and socio-political-tribal issues. Students will be required to author a weekly response paper (1-2 pages maximum, double-spaced) based upon individual research conducted throughout the week using the provided websites and articles. This research and included response, should expand upon the provided weekly prompt, and may advance into other related subject areas - of their choice – based upon the research conducted.

Final Research Project:

The final research presentation will be centered upon a subject that each student will select from the provided weekly topic/themes. This self-selected research area for the final presentation should be based upon individual research and conducted throughout this session. The research presentation should be in only one (1) of the following presentation styles: a 5 page maximum, double-spaced written document (12 Times Roman font or similar), a Power Point Presentation (10 panels/slides, with all-inclusive materials) or a Prezi Presentation (10 panels/slides, with all-inclusive materials). All assignments – weekly writings and final research document - will use the provided websites, peer review/scholarly journals and other media sources. More information will be offered during session meetings.

Attendance and Grading Policy:

In order to gain the most from this course, all requirements must be met and completed within the designated time allowed. Late work and email submissions will not be accepted, unless otherwise noted by the Professor. Course attendance and participation is necessary in order for students to gain the most from the provided discussions and information. Students need not inform the Professor if they will be absent from a course meeting. However, it is the responsibility of the student to obtain the information/work offered during that specific course session. All assignments must be turned in on time for full credit. Again, no late work, nor email submissions, will be accepted unless otherwise noted by the Professor.

Grades will be calculated as such:

- 1) Attendance and active class participation – **10 points, 10%**
- 2) Weekly response papers (total of five) – **40 points, 40%**
- 3) Final Research Paper document – **50 points, 50%**

TOTAL POINTS POSSIBLE: 100 points

A: 90 – 100

B: 80 – 90

C: 70 – 80

D: 60 – 70

F: 50 – lower

Electronic Devices:

Student use of electronic devices (i.e., laptop computers, smart phones, digital tablets, recording devices) during course sessions must be held in conjunction with the content of the discussion/session. Any non-academic use of such devices (i.e., social networking, game playing, texting, unnecessary phone calls) will result in the termination of any/all electronic devices for a duration of time as deemed appropriate by the Professor. Action at this level will be applied to the entire class.

Course Conduct:

- Please turn off all phones, pagers and sounding electronic devices at the start of each session. These devices should remain silent throughout the duration of meeting time.
- Any provided text(s), documents for review, or other prescribed materials should be reviewed in advance and/or brought to each course session.
- Any and all readings must be completed before the following course meeting.
- Make sure to come to class prepared to discuss any/all readings and/or any other materials selected for use.
- Proof read your work before turning in your assignments.
- All assignments must be submitted/turned-in by the person who authored the document.

Academic Integrity (Cheating, Unethical Scholarship and Plagiarism):

Cheating, unethical scholarship and plagiarism will result in a failing grade for the assignment and may further result in a substantial lowering of the student's overall grade in the course. Plagiarism includes copying or paraphrasing any work (such as information from the internet, your own written work from other courses, papers written by other students, and information from books, magazines, articles, etc.) without full attribution. Sources must be indicated with footnotes or other citation formats. Use quote marks around any text directly copied from another source. Please refer to a current (2015) MLA

style handbook, APA or Chicago Manual style for further reference information.

UCSD Rule of Community and Code of Conduct:

This course is designed to promote intellectual engagement and discussion of sensitive and sometimes controversial topics and issues. Rude, disrespectful conduct or speech directed toward the Instructor or other students will not be tolerated. Varying viewpoints are encouraged which may not always reach agreement. UCSD Principles of Community will guide our discussion, especially: "We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect."

Weekly Outline:

- Week 1 (June 29) – Socio-political-tribal issues within Native/Indigenous communities/cultures of the 1960s (Red Power Movement, et al) to the present (21st century).

A critical overview of some major socio-political events, steaming from the Red Power Movement (1960/70s) to the present (21st century). How have these socio-political-tribal issues and events affected Native People? In what manner have these, now historic, events helped to produce an ideology of Indigeneity? Have these historic events produced tribal support or challenges in the advancement of Native sovereignty? Do these historic events continued to be present, in some fashion, within the socio-political landscape of the U.S.? How have the following generations of Native activist reviewed, understood and utilized these historic events as agency for change?

Review the websites: Framing Red Power (<http://framingredpower.org>), Race Relations (<http://racerelements.about.com/od/organizations/a/American-Indian-Movement-Profile.htm>), American Indian Movement (<http://www.aimovement.org/ggc/history.html> - the Home tab at the bottom of the page is equally as useful to this provided information), for information pertaining to this Native/Indigenous history.

Youtube channel with multiple audio/visual selections:

https://www.youtube.com/results?search_query=XIT+redpower+movement

https://www.youtube.com/results?search_query=bia+occupation+and+redpower+movement

- Week2 (July 6) - The Occupation of Alcatraz Island, The Siege of Wounded Knee, and the Washington BIA take-over.

A critique of how these occupations generated attention to Native issues within North America. How did this affect the political climate within North America? How did these occupations affect the racial relationship between Native/non-Native communities? What outcome from these occupations helped to generate, deflect, redefine, construct/deconstruct an ideology of "Native North America" – sovereignty, Nationhood, Peoplehood, Tribal/Inter-tribal/Multi-tribal?

Review the documents and videos posted on Indianz.com Occupation of Alcatraz Island

(<http://www.indianz.com/search/default.asp?q=occupation%20of%20alcatraz%20island> - see bottom of page for links), Siege of Wounded Knee

(<http://www.indianz.com/search/default.asp?q=occupation%20of%20alcatraz%20island> - see bottom of page for links), Washington BIA take-over

(<http://www.indianz.com/search/default.asp?q=occupation%20of%20alcatraz%20island> - see bottom of page for links) pertaining to these events.

Youtube channel with multiple videos:

https://www.youtube.com/results?search_query=bia+occupation+aim

- Week3 (July 13, midterm point) - The Zapatista uprising, the Mohawk Nation/Idle No More Movement and multi-national views of Indigeneity/Nativity.

How were these socio-political events presented within the U.S. media? What critique of these occupations generated attention to Native/Indigenous issues within the U.S., Canada, and Mexico? How did this affect the political climate within North and South America? How did these events affect the racial relationship between Native/non-Native/Indigenous communities? What outcome from these events helped to generate, deflect, redefine, construct/deconstruct an ideology of Indegneity – sovereignty, Nationhood, Peoplehood, Tribal/Inter-tribal/Multi-tribal?

Review the website, CENSORED NEWS (<http://bsnorrell.blogspot.com>),

Indianz.com

(<http://www.indianz.com/search/default.asp?q=occupation%20of%20alcatraz%20island> - see bottom of page for links), Idle No More (<http://www.idlenomore.ca>), and review the thesis One Nation, Separate Spheres (<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1601&context=etd> ,2011) for articles and information pertaining to either/both of these events.

Youtube channel with multiple videos:

https://www.youtube.com/results?search_query=zapatista+uprising+history

- Week 4 (July 20) - The Indian mascot re/presented within social media.

How are images and uses of the Indian mascot viewed within social media (digital, print, televised)? What critique of these re/presentations are current within the Native/non-Native communities? How have these viewpoints affected the political climate within North America? How have these re/presentations affected the racial relationship between Native/non-Native communities? How have these dynamic relations and media re/presentations affect a Native/non-Native understanding of sovereignty, Nationhood, Peoplehood, Tribal/Inter-tribal/Multi-tribal identity?

Review the websites, Native Appropriations

(<http://nativeappropriations.com>), Blue Corn Comics (<http://www.bluecorncomics.com>) and Newspaper Rock (<http://newspaperrock.bluecorncomics.com>), Not Your Mascot (<http://www.notyourmascots.org>) for articles pertaining to the questions presented above.

Youtube channel with multiple videos -

https://www.youtube.com/results?search_query=indian+mascot+controversy

- Week 5 (July 27, presentation submissions due) - The commercialization of the "I/indian" image in popular culture: a deconstruction of Native/Indigenous identity.

What are some contemporary (20th/21st century) viewpoints the "I/indian"? How can the de/construction of the "Indian" image be

understood: realistic or fictitious? What socio-political affect has the U.S. media had upon this iconic figure? What critique(s) can be generated from an understanding of the re/representation and de/construction of the "I/indian" image? Has the "I/indian" image affected the political climate within North America? What affect – psychologically, socio-politically, racially – has this image produced toward the relationship between Native/non-Native/Indigenous communities? How has this image affected the development, understanding and agency of a constructed ideology of Indegneity – sovereignty, Nationhood, Peoplehood, Tribal/Inter-tribal/Multi-tribal?

Review the websites, Native Appropriations (<http://nativeappropriations.com>), Blue Corn Comics (<http://www.bluecorncomics.com>) and Newspaper Rock (<http://newspaperrock.bluecorncomics.com>), Not Your Mascot (<http://www.notyourmascots.org>), NCAI (<http://www.ncai.org/proudtobe> - video and article), the article Native American Mascot Controversy and Mass Media Involvement (Elizabeth A. Locklear, <http://uncw.edu/csurf/Explorations/documents/ElizabethLocklear.pdf>) , AICS (<http://www.aics.org/mascot/mascot.html> - there are more links lower on the page as well), and the CNN posting *In America* (<http://inamerica.blogs.cnn.com/2013/04/04/native-american-mascots-pride-or-prejudice/>) for articles pertaining to the questions presented above.

Youtube channel with visual display worth reviewing:

<https://www.youtube.com/watch?v=N2V9v7tvYKg>

Seinfeld and the cigar store Indian -

https://www.youtube.com/results?search_query=seinfeld+cigar+store+indian

Family Guy and Indian "jokes" -

https://www.youtube.com/results?search_query=family+guy+indian+racism

Family Guy, "Nobel Indian Chief"

<https://www.youtube.com/watch?v=J359iFVAASY>

(link with lyrics attached -

<https://www.youtube.com/watch?v=vr6Ywo6RYJ4>)

Majoring or Minor 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 social science, non-contiguous, or other college requirement. Often students have taken three or four classes 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, journalism, government and politics, international relations, 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