

Cultural World Views of Indigenous America

Ethnic Studies 110
Spring 2021
Tu-Th 12:30-1:50 PM
Lectures & Office Hours by Zoom in Canvas
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Office Hours:
Wed. 11:00 AM-1:00 PM,
Thur. 2:00-3:00 PM
and by appt.

COURSE ORGANIZATION

This course offers a framework for learning about a diversity of cultural world views in different geographical settings and historical contexts. Cultural world view denotes a set of guide lines or socio-cultural ideology that orients a people in relation to their place in existence, encompassing religious, social, and economic ways of knowing and living.

Through narrative, historical, ethnographic, physical, and literary materials, you will gain knowledge about: key aspects of Indigenous world views; Indigenous responses in relation to settler colonialism; and Indigenous frameworks for knowledge production, learning, and decolonization.

COURSE OBLIGATIONS

Course Assignments & Expectations

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

Course evaluation will be based on:

- Reading questions blog 25%
 - Discussion | Interrogation contribution 25%
 - Short essay (week 3) 10%
 - Midterm assignment (week 5) 15%
 - Final Project: submission | presentation 25%
- **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 shortly after each lecture.
 - **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 weekly credit:
 - 1) participate in discussion synchronously during lectures;

- 2) discussion during Office Hours though Zoom;
- 3) turn in an Interrogation Paper.

For the Interrogation Paper 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 at least 2 readings 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 2.5 discussion points each week. See "Discussion Ethics" below.

- **Short essay:** A short essay will be due on Tuesday, April 13. Details will be provided in class.
- **Midterm Assignment**
You will have group assignments pertaining to your book of choice for both the midterm and the final. You will also write an individual second essay on your book of choice.

For the midterm, you will be responsible for reading one-third/one-half of the book. With the members of your group, you will create a presentation that provides:

1. a short summary of the storyline that you have read so far, including the relationships of the characters to each other and;
2. possible ways of understanding connections between the book and the course content.

Each group will post their presentation to CANVAS and respond to a different group's presentation. All groups will comment on which themes and connections are similar and different to their presentation and will pose questions and offer critical *and* constructive suggestions to the presentation authors.

- **Final Project:**
For the final, you will be responsible for completing the entire book and:
 - A. An individual essay assignment that explains how the theory, methodology, and content of these course materials can be used to make connections to the book you are reading for the final group project. Your essay will critically evaluate at least two readings and one media assignment.
 - B. With your assigned group you will add to your Midterm presentation by:
 1. providing a short summary of the entire storyline and character relationships to each other;
 2. adding and revising connections between the book and the content of the entire course. You will post the group presentation on CANVAS and the group will present it during regularly scheduled final exam time.
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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.

ASSIGNED READING

The following required materials have been ordered for the course and are available at the UCSD Bookstore. They are also available online:

James Wilson. *The Earth Shall Weep : A History of Native America*. New York: GrovePress, 1999.

<https://archive.org/details/earthshallweep00wils/mode/2up>

Delfina Cuero, and Florence Connolly Shippek. *Delfina Cuero : Her Autobiography, an Account of Her Last Years, and Her Ethnobotanic Contributions*. CA: Ballena Press, 1991.

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015003689265>

Gilbert L. Wilson. *Buffalo Bird Woman's Garden*. St. Paul: Minnesota Historical Society; 1987.

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C4411252

<http://digital.library.upenn.edu/women/buffalo/garden/garden.html>

Wait for instructions in class before choosing one of the following:

- Ron Query. *The Death of Bernadette Left Hand*. New York: Bantam; 1995.

<https://babel.hathitrust.org/cgi/pt?id=uc1.32106011766042>

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015046878933>

- Graciela Limón. *Erased Faces*. Houston: Arte Publico Press; 2001.

<https://archive.org/details/erasedfacesnovel0000limo>

- Linda Hogan. *Power*. New York: Norton; 1998.

https://openlibrary.org/works/OL2423173W/Power?edition=power00hoga_0

- Greg Sarris. *Watermelon Nights*. New York: Penguin; 1998.

<https://babel.hathitrust.org/cgi/pt?id=uc1.32106018639564>

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015045626838>

- Craig S. Womack. *Drowning in Fire*. Tucson: U. Arizona Press; 2001

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015053118405>

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015053498930>

NOTE: Books are on reserve and listed in ARES (<https://reserves.ucsd.edu/ares/>).

All readings marked with an asterisk* in this syllabus are available in ETHN 110 on [CANVAS](https://canvas.ucsd.edu) (canvas.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 **CANVAS** and the required books and novels listed above are available at the UCSD Bookstore, online booksellers, and 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: INTRODUCTION & CONCEPTS

WEEK 1 MARCH 30 Introduction to Cultural World Views of Indigenous America

Angela Cavender Wilson. "American Indian History or Non-Indian Perceptions of American Indian History?," *American Indian Quarterly* 20:1 (1996), 3-5.*

APRIL 2 Building a Framework for Learning

James Wilson. *The Earth Shall Weep*, xv-xxix.

LaDuke, Winona. "What is Sacred?," *Recovering the Sacred: The Power of Naming and Claiming*, 11-15.*

Coulthard, Glen. "Place against Empire: Understanding Indigenous Anti-Colonialism," in *Affinities*, 4:2 (2010), 79-83*

Multimedia: Tuhiwai Smith, Linda and Eve Tuck - *Decolonizing Methodologies*
<http://www.youtube.com/watch?v=rIZXQC27tvq>

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

WEEK 2 APRIL 6 Origins and Place-making

James Wilson. *The Earth Shall Weep*, 3-40.

Matthew W. Stirling. Excerpt from *Origin Myth of Acoma and Other Records*.*

Patrick Wolfe. "Settler Colonialism and the Elimination of the Native," in *Journal of Genocide Research*, 8:4 (2006), 387-409.*

Multimedia: Chevez, Leonel Antonio- Maya Lenca Storytelling: Into the Next Millennium (Creation Story)
<https://www.youtube.com/watch?v=YRhdtCSs2ys>

APRIL 8 Puebloization

**BEGIN READING YOUR BOOK CHOICE FOR GROUP MIDTERM ASSIGNMENT
AND FINAL PROJECT | SUBMISSION**

James Wilson. *The Earth Shall Weep*, 171-213.

Frank Hamilton Cushing. Selections: *Zuñi Folk Tales*, 190: 215-234, 398-428.*

Multimedia: *Itam Hakim Hopiit*, by Victor Masayesva (Hopi)

<https://roger.ucsd.edu:443/record=b10438731~S3>

WEEK 3 APRIL 13 Navajo Creation and World View

SHORT ESSAY DUE AT BEGINNING OF CLASS

Mishuana Goeman. "(Re)Mapping Indigenous Presence on the Land in Native Women's Literature," *American Quarterly*, 60:2 (2008), 295-302.*

Paul G. Zolbrod. Excerpt from *Diné bahañè: The Navajo Creation Story*, xi, 35-78, 81-97.*

APRIL 15 Indigenous Cultural Survival & Repatriation

John Bodine. "Taos Blue Lake Controversy." *Journal of Ethnic Studies*, 6:1 (1978), 42-28.*

T. J. Ferguson, 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*, 240-265.*

Hopi Auction Sales (articles, audio)*

S.T.O.P. Act (passed Senate 12/20, died in House)*

Multimedia: Star Wars translated into Navajo:

<http://www.npr.org/blogs/codeswitch/2013/07/03/188676416/Star-Wars-In-Navajo>

<https://www.youtube.com/watch?v=VR13IIRLfic>

<http://www.youtube.com/watch?v=LzWp81b3ENA>

Multimedia: Finding Nemo translated into Navajo:

<https://www.youtube.com/watch?v=Lt-8qW6tFZQ>

WEEK 4 APRIL 20 Survival and Thrivance

Alfonso Ortiz. "Dynamics of Pueblo Cultural Survival", in Raymond J. DeMallie and Alfonso Ortiz. *North American Indian Anthropology*, 1994, 296-306.*

Bodine, John. "The Taos Blue Lake Ceremony." *American Indian Quarterly*, 12:2 (1968), 91-105.*

PART III: GREAT LAKES: Algonkian Peoples and Neighbors

APRIL 22 French-Algonkian Contact, Algonkian Cultural Change and World View

James Wilson. *The Earth Shall Weep*, 43-71.

Winona LaDuke. "White Earth: A Lifeway in the Forest," in *All Our Relations: Native Struggles for Land and Life*, 112-134. *

Multimedia: Winona LaDuke - Restoring Indigenous Communities and the Ecological Balance:
<http://vimeo.com/66791941>

WEEK 5 APRIL 27 French-Algonkian Contact, Algonkian Cultural Change and World View

MIDTERM GROUP ASSIGNMENT DUE AT BEGINNING OF CLASS

James Wilson. *The Earth Shall Weep*, 72-131.

Harold Hickerson. "The Feast of the Dead Among the Seventeenth Century Algonkians of the Upper Great Lakes." *American Anthropologist*, 62:1 (1960), 81-107.*

Multimedia: LaDuke, Winona -- TEDxTC - Seeds of Our Ancestors, Seeds of Life:
<http://www.youtube.com/watch?v=pHNlel72eQc>

APRIL 29 The Midéwiwin of the Ojibwa as an Adaptive System

RESPONSE TO GROUP ASSIGNMENT DUE AT BEGINNING OF CLASS

W. J. Hoffman. *The Mide'wiwin or "Grand Medicine Society" of the Ojibway*. Bureau of American Ethnology; 1891. Seventh Annual Report of the BAE: 149-196.*

Leanne Betasamosake Simpson, "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." *Decolonization: Indigeneity, Education & Society*, 3:3 (2014), 1-25*

Multimedia: Independent Lens: We Still Live Here - As Nutayunean
<https://docuseek2.com/bf-wslh>

PART IV GREAT PLAINS: Plains Indian Cultures**WEEK 6 MAY 4 Forming a New Cultural Configuration - Lakota Myth and Meaning: Looking for the Lakota World View**

James Wilson. *The Earth Shall Weep*, 247-285.

James R. Walker. *Lakota Myth*, 1-11, 194-197, 205-235.*

Raymond J. DeMallie. "'These Have No Ears:' Narrative and the Ethnohistorical Method." *Ethnohistory*, 40:4 (1993), 516-538.*

Angela Cavender Wilson. "Grandmother to Granddaughter: Generations of Oral History in a Dakota Family," *Native and Academics: Researching and Writing about American Indians*, 27-36. *

MAY 6 The Ghost Dance, Revivalism, and Cultural Change

James R. Walker. *Lakota Belief and Ritual*, 68-71, 100, 124, 142-144.*

Gilbert L. Wilson, ed. *Buffalo Bird Women's Garden*, introduction, 6-49, 68-77, 119-127.

https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C4411252

<http://digital.library.upenn.edu/women/buffalo/garden/garden.html>

Bernd C. Peyer. *The Singing Spirit: Early Short Stories by North American Indians*, 1-13, 75-85, 95-98, 107-118.*

Laura L. Terrance. "Resisting Colonial Education: Zitkala-Sa and Native Feminist Archival Refusal." *International Journal of Qualitative Studies in Education*, 24 5 (2011): 621-26.*

Multimedia: We Shall Remain: Episode 5 Wounded Knee

<https://www.youtube.com/watch?v=DgKJ6UTRMJ4>

WEEK 7 MAY 11 Identity, Adaptation, and Survivance

James Wilson. *The Earth Shall Weep*, 289-329.

Scott Richard Lyons. "Identity Crisis," in *X-Marks: Native Signatures of Assent*, chapter 1, 35-71.*

Standing With Standing Rock: Voices From the #NODAPL Movement, 13-70.*

Louis Esme Cruz, et. al. "Puo'winue'l Prayers: Readings from North America's First Transtextual Script," in *GLQ*.*

Multimedia: #NODAPL

<https://www.youtube.com/watch?v=Onyk7guvHK8>

<https://www.youtube.com/watch?v=-y1GnDSmOA8>

<https://www.youtube.com/watch?v=-y1GnDSmOA8>

https://www.youtube.com/watch?v=nh_HCqp3sd0

PART V CALIFORNIA and Beyond

MAY 13 Cultural Configuration of Native California

Bean, Lowell John. "Power and its Applications in Native California."*

Kroeber, Theodora. *The Inland Whale*. 10-38, 153-167*Hinton, Leanne. *Flutes of fire : essays on California Indian languages*. 21-43, 61-93***WEEK 8** MAY 18 Native California and the Mission EraWilson, James. *The Earth Shall Weep*. 214-246.

Miranda, Deborah. "Extermination of the Joyas: Gendercide in Spanish California," in GLQ.*

Lisbeth Haas. *Pablo Tac, Indigenous Scholar: Writing on Luiseño Language and Colonial History, c. 1840*, (Introduction 3-35), 138-151, 193-213.*Multimedia: Deborah Miranda | Toppling Mission Monuments and Mythologies: <https://www.youtube.com/watch?v=SQ0-dN5JiOM>

MAY 20 Native Californian Destruction and Revival

Cuero, Delfina and Florence Connolly Shipek. *Delfina Cuero: Her Autobiography*.Rockafellar, Nancy & Orin Starn. "Ishi's Brain," in *Current Anthropology*.*UCSD Repatriation Case: [White, Schoeninger, Bettinger v UC Regents-9th Circuit COA](#)* [Other documents here](#).Multimedia: *Ishi, The Last Yahi***WEEK 9** MAY 25 Indigenous PacificEpeli Hau'ofa. "Our Sea of Islands",' in *We Are the Ocean*.*Kauanui, J. Kehaulani. "Racialized Beneficiaries", *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*, Chapter 1.*

Hall, Lisa Kahaleole. "Strategies of Erasure: U.S. Colonialism and Native Hawaiian Feminism," in AQ.*

Multimedia: We Are Mauna Kea
<https://www.youtube.com/watch?v=A2w8TWpSfgQ>**PART VI REFLECTIONS: Bio-(neo)colonialism, Native thought, sovereignty, and settler colonialism**MAY 27 Possessive Indigeneity and Survivance

Reardon, Jenny and Kimberly TallBear. “ ‘Your DNA is Our History’: Genomics, Anthropology, and the Construction of Whiteness,” in *Current Anthropology*.*

Gulliford, Andrew. “Living Tribal Cultures”, Chapter 5 in *Sacred objects and sacred places : preserving tribal traditions*.*

Multimedia: The Leech and the Earthworm <https://vimeo.com/53500846>

WEEK 10 JUNE 1 Indigeneity and the Academy

Cook-Lynn, Elizabeth. “America’s Oldest Racism.”*

Grande, Sandy. “American Indian Geographies of Identity and Power”, Chapter 4 in *Red Pedagogy*.*

JUNE 3 Rethinking the Structure

Smith, Andrea. “American Studies without America: Native Feminisms and the Nation-state,” in *AQ*.*

Tuck, Eve and K. Wayne Yang. “Decolonization is not a Metaphor,” in *Education and Society*.*

Multimedia: Harold of Orange

MONDAY, JUNE 7 FINAL PROJECT PRESENTATIONS (11:30AM-2:30PM)

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 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