

California Native History

Ethnic Studies 112C
Spring 2021
Tu-Th 5:00-6:20 PM
Lectures & Office Hours by Zoom in Canvas
Email: rfrank@ucsd.edu
Phone: 534-6646

Ross Frank
Office: SSB 227
Office Hours:
Tues. 10:00 AM-noon,
Wed. 1:00-3:00 PM
and by appt.

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 of 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

Course Assignments & Expectations

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

Course evaluation will be based on:

- Reading questions blog 30%
- Discussion | Interrogation contribution 30%
- Midterm exam essay 10%
- Final Project: interim report 10%
- Final Project: submission | presentation 20%

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.

- **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 credit:
 - 1) participate in discussion synchronously during lectures;
 - 2) discussion during Office Hours though Zoom;
 - 3) Interrogation Paper - For this 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 each reading 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 3 discussion points each week. See "Discussion Ethics" below.

- **Midterm essay:** The midterm provides the opportunity to incorporate and expand upon class readings, lectures, discussions, and blog entries in "take home" essay format.
- **Final Project:** Guidelines for the project(s) will be discussed later in the quarter.

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

These books are required reading. They are available at UCSD Bookstore, online booksellers, and most have pdf links available free to UCSD students:

Cutchá Risling Baldy. *We are Dancing For You: Native Revitalization of Women's Coming-of age Ceremonies*. Washington University Press, 2019.* JSTOR:
<https://www.jstor.org/stable/j.ctvcwn2cz>

William J. Bauer. *California Through Native Eyes: Reclaiming History*. Washington University Press, 2016.* JSTOR:
<https://www.jstor.org/stable/j.ctvcwn8j2>

Deborah A. Miranda. *Bad Indians: A Tribal Memoir*. Berkeley: Heyday, 2012.

James A. Sandos. *Converting California: Indians and Franciscans in the Missions*. New Haven: Yale University Press, 2004.* JSTOR:
<https://www.jstor.org/stable/j.ctt1npf4h>

Delfina Cuero and Florence Connolly Shipek. *Delfina Cuero: Her Autobiography, an Account of Her Last Years, and Her Ethnobotanic Contributions*. Ballena Press Anthropological Papers; No. 37. Menlo Park, CA: Ballena Press, 1991.
[Access through Hathitrust Emergency Temporary Access](#)

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

All other readings marked with an asterisk* in this syllabus are available in ETHN 112C on [CANVAS](#) (canvas.ucsd.edu).

SYLLABUS

The reading(s) that follow each week heading are to be read **before** that class meeting.

Please Note: Readings are available on **CANVAS** *except* the required Debora Miranda book which is available at the UCSD Bookstore, online booksellers, and is 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: Land and People

WEEK 1 **MARCH 30** Introduction to California Native History

APRIL 2 Cosmology

Lowell John Bean. "Power and Its Applications in Native California." *The Journal of California Anthropology* 2 1 (1975): 25-33.*

Theodora Kroeber. *The inland whale*. Berkeley: University of California Press, 1959, 10-38 and 153-167 (explanation).*

WEEK 2 **APRIL 6** Place-making

M. Kat Anderson et al., "A World of Balance and Plenty," in Gutiérrez, Ramón A., and Richard J. Orsi. *Contested Eden: California before the Gold Rush*. Berkeley: California Historical Society & University of California Press, 1998, 12-39.*

Gamble, Lynn H., and Michael Wilken-Robertson. "Kumeyaay Cultural Landscapes of Baja California's Tijuana River Watershed." *Journal of California & Great Basin Anthropology* 28 2 (2008): 127-152.*

APRIL 8 Creation

Jane H. Hill, and Rosinda Nolasquez. *Mulu'wetam: The First People; Cupeño Oral History and Language*. Banning, Calif.: Malki Museum Press, 1973, 1-8a.*

Constance G. DuBois. "Luiseño Creation", *The Religion of the Luiseño Indian of Southern California*. U.C. Publications in American Archaeology and Ethnology (1908), 8:3, 128-148.*

Alfred L. Kroeber, *More Mohave Myths*. Anthropological Records ; V. 27. Berkeley: University of California Press, 1972, 3-16.*

William J. Bauer. *California Through Native Eyes: Reclaiming History*. Washington University Press, 2016, Introduction & Chapter 1 "Creating", 3-27.*

WEEK 3 APRIL 13 Language**Guest: Michael Connolly (Campo Kumeyaay Nation)**

Leanne Hinton. *Flutes of fire: essays on California Indian languages*. Berkeley: Heyday Books, 1994, Chapters 1-5: 21-47. *

William J. Bauer. *California Through Native Eyes*. Chapter 2 "Naming", 28-48.*

APRIL 15 Language & History

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

Eve Tuck. "Suspending Damage: A Letter to Communities", *Harvard Educational Review* 79:3 (2009): 409-428.*

Part II: Spanish Colonization**WEEK 4 APRIL 20 Serra's Mission System**

James A. Sandos. *Converting California: Indians and Franciscans in the Missions*. New Haven: Yale University Press, 2004, xiii-xix, Chapters 1-3: 1-54.*

Kent G. Lightfoot. *Indians, Missionaries, and Merchants: The Legacy of Colonial Encounters on the California Frontiers*. Chapter 3 "Franciscan Missions in Alta California", 49-81.*

APRIL 22 Serra's Mission System

James A. Sandos. *Converting California*. Chapters 4-5: 55-82*

Kent G. Lightfoot. *Indians, Missionaries, and Merchants*. Chapter 4 "Native Agency in the Franciscan Missions", 82-113.*

WEEK 5 APRIL 27 Assessing Colonization**Guest: Jonathan Cordero (Ramaytush Ohlone/Chumash)**

James A. Sandos. *Converting California*. Chapters 6-7: 83-110.*

Johnathan Cordero, "California Indians, Franciscans, and the Myth of Evangelical Success", *Boletín* 33:1 (2017): 62-79.*

Deborah A. Miranda. *Bad Indians: A Tribal Memoir*. Berkeley: Heyday, 2012, xi-xx, 1-35.

Part III: State of California

APRIL 29 Mexico and the End of the Missions

Guest: Laurie Egan-Hedley (Director, Barona Cultural Center and Museum)**Midterm assignment due**

Steven W. Hackel. *Children of Coyote, Missionaries of Saint Francis : Indian-Spanish Relations in Colonial California, 1769-1850*. Chapel Hill: University of North Carolina Press, 2005, Chapter 9: 369-419.*

Lisbeth Haas. *Pablo Tac, Indigenous Scholar : Writing on Luiseño Language and Colonial History, c. 1840*. Berkeley: University of California Press, 2011, (Introduction 3-35), 138-151, 193-213.*

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

WEEK 6 MAY 4 State of Terror

Early California Laws and Policies Related to California Indians, Kimberly Johnson Dodds, ed. California State Library, 2002.*

Benjamin Madley, "'Unholy Traffic in Human Blood and Souls' Systems of California Indian Servitude under U.S. Rule", *Pacific Historical Review* 83:4 (2014): 626-667.*

Robert F. Heizer. *The Destruction of California Indians*. Lincoln: University of Nebraska Press; 1993; v-xi, 219-229, 268-269.*

George Harwood Phillips. *Chiefs and Challengers: Indian Resistance and Cooperation in Southern California*. Revised Edition, Norman: University of Oklahoma Press, 2nd ed. 2014, Chapter 5: 98-116.*

MAY 6 Working Indians

["1851-1852 – Eighteen Unratified Treaties between California Indian and the United States."](#) Government Documents and Publications 3. (2017).* **ONLINE**

Larisa K. Miller. ["The Secret Treaties with California Indians."](#) *Prologue*, Fall/Winter 2013: 38-45.* **ONLINE**

William J. Bauer. *California Through Native Eyes*. Illustrations, Chapters 4 & 5 "Fighting" & "Cleansing", 63-104.*

Albert L. Hurtado. *Indian Survival on the California Frontier*. New Haven: Yale University Press, 1988, Chapter 10: 193-210.*

Deborah A. Miranda. *Bad Indians: A Tribal Memoir*, 75-105.

WEEK 7 MAY 11 Kumeyaay Country

Delfina Cuero and Florence Connolly Shipek. *Delfina Cuero: Her Autobiography, an Account of Her Last Years, and Her Ethnobotanic Contributions*. Ballena Press Anthropological Papers; No. 37. Menlo Park, CA: Ballena Press, 1991. **ONLINE**
[Access through Hathitrust Emergency Temporary Access](#)

Part IV: Survivance Issues**MAY 13 Strategies of Survivance I**

Cutchá Risling Baldy. *We are Dancing For You: Native Revitalization of Women's Coming-of age Ceremonies*. Washington University Press, 2019. Chapters 1-3: 29-99.*

WEEK 8 MAY 18 Strategies of Survivance II
Guest: Nathan Acebo (UC Merced)**Final Project Interim Report due**

William J. Bauer. *California Through Native Eyes*. Chapter 6 "Persisting" and Conclusion, 105-123.*

Tanis Thorne. "The Removal of the Indians of El Capitan to Viejas: Confrontation and Change in San Diego Indian Affairs in the 1930s," *San Diego History Center Quarterly*, 56:1-2 (2019), 43-66.*
<https://escholarship.org/uc/item/76f498bj>

MAY 20 The Urban & Rez

Nicolas G. Rosenthal, [Reimagining Indian Country](#). Chapter 6: 129-154.* **ONLINE**

Renya K. Ramirez, *Native Hubs : Culture, Community, and Belonging in Silicon Valley and Beyond*. Durham: Duke University Press, 2007. Chapter 2: 58-83.*

WEEK 9 MAY 25 Ishi's Legacy

Nancy Rockafellar and Orin Starn, "Ishi's Brain." *Current Anthropology* 40.4 (1999): 413-415.*

Nancy Scheper-Hughes, "Ishi's Brain, Ishi's Ashes: Anthropology and Genocide." *Anthropology Today* 17 1 (2001): 12-18.*

[UCSD Repatriation Case Documents](#) **ONLINE**
<http://pages.ucsd.edu/~rfrank/NAGPRAdocs.html>

MAY 27 Revitalization and Thrivance

Guest: Ethan Banegas (Barona Band of Mission Indians - Kumeyaay)

Ethan Banegas, "Interview with Edward "Joe" Louis Welch," *San Diego History Center: Transcript** | *Audio file**

Cutchá Risling Baldy. [*We are Dancing For You*](#). Chapters 4-5 & Conclusion: 100-152. *

WEEK 10 JUNE 1 The Present is Not One Place

Deborah A. Miranda. *Bad Indians: A Tribal Memoir*, 107-208.

JUNE 3 Native California Futures

Greg Sarris, "The Spirit of the Dream Dance Watching my traditions change", *Boom: A Journal of California*, 5:4 (2015), 14-19.*

Eve Tuck and K. Wayne Yang, "Decolonization is not a metaphor", *Decolonization: Indigeneity, Education & Society* 1:1 2012, 1-40.*

THURSDAY, JUNE 10 FINAL PROJECT PRESENTATIONS (7:00-10:00PM)

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