

California Native History

Ethnic Studies 189
Winter 2016
Tu-Th 12:30-1:50 PM
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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

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:

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.

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.

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

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

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

WEEK 2 JANUARY 12 Environment

M. Kat Anderson et al., "[A World of Balance and Plenty](http://texts.cdlib.org/xtf/view?docId=ft909nb5pq&chunk.id=d0e229%20)," 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. **ONLINE**
<http://texts.cdlib.org/xtf/view?docId=ft909nb5pq&chunk.id=d0e229%20>

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

- JANUARY 14 Creation **Guest:** Preston Arrow-Weed (Quechan)
 Hill, Jane H., and Rosinda Nolasquez. *Mulu'wetam: The First People; Cupeño Oral History and Language*. Banning, Calif.: Malki Museum Press, 1973, 1-8a. **TED**
 Kroeber, A. L. *More Mohave Myths*. Anthropological Records ; V. 27. Berkeley: University of California Press, 1972, 3-16. **TED**
 Herbert W. Luthin. "[An Account of Origins, Quechan \(Yuma\) 1908](http://ark.cdlib.org/ark:/13030/kt1r29q2ct/)", in *Surviving through the Days : Translations of Native California Stories and Songs : A California Indian Reader*. Berkeley: University of California Press, 2002. 471-489. **TED & ONLINE**
<http://ark.cdlib.org/ark:/13030/kt1r29q2ct/>

- WEEK 3** JANUARY 19 Language
 Leanne Hinton. *Flutes of fire: essays on California Indian languages*. Berkeley: Heyday Books, 1994, Chapters 1-5: 21-47. **TED**
- JANUARY 21 Language & History
 Leanne Hinton. *Flutes of fire*. Chapters 6-7: 61-93. **TED**
 Eve Tuck. "Suspending Damage: A Letter to Communities", *Harvard Educational Review* 79:3 (2009): 409-428. **TED**

Part II: Spanish Colonization

- WEEK 4** JANUARY 26 Spanish Arrival
 James A. Sandos. *Converting California: Indians and Franciscans in the Missions*. New Haven: Yale University Press, 2004, xiii-xix, Chapters 1-4: 1-68.
- JANUARY 28 Serra's Mission System
 James A. Sandos. *Converting California*. Chapters 5-7: 69-110.
 Steven W. Hackel. "Sources of Rebellion: Indian Testimony and the Mission San Gabriel Uprising of 1785." *Ethnohistory*. 50:4, 643-669. **TED**
- WEEK 5** FEBRUARY 2 Assessing Colonization
Midterm assignment due
 James A. Sandos. *Converting California*. Chapter 8: 111-127, Chapters 10-11: 154-184.
 Deborah A. Miranda. *Bad Indians: A Tribal Memoir*. Berkeley: Heyday, 2012, xi-xx, 1-35.

Part III: State of California
FEBRUARY 4 Mexico & Secularization

Steven W. Hackel. *Children of Coyote, Missionaries of Saint Francis : Indian-Spanish Relations in Colonial California, 1769-1850*. Chapel Hill: Omohundro Institute of Early American History and Culture & University of North Carolina Press, 2005, Chapter 9: 369-419. **TED**

Haas, Lisbeth. *Pablo Tac, Indigenous Scholar : Writing on Luiseño Language and Colonial History, C. 1840*. Berkeley: University of California Press, 2011, 3-35, 192-213. **TED**

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

WEEK 6 FEBRUARY 9 State of Terror Guest: George Harwood Phillips

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. **TED**

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

George Harwood Phillips. *Chiefs and Challengers: Indian Resistance and Cooperation in Southern California*. Revised Edition, Norman: University of Oklahoma Press, 1975, Chapter 5: 98-130.

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

FEBRUARY 11 Working Indians

William J Bauer. *We Were All Like Migrant Workers Here: Work, Community, and Memory on California's Round Valley Reservation, 1850-1941*. Chapel Hill, N.C.: University of North Carolina Press, 2009, Chapter 6, 130-155. **TED**

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

WEEK 7 FEBRUARY 16 Kumayaay 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.

Part IV: Survivance Issues

FEBRUARY 18 Native CA Artists **Guest:** Nicholas Rosenthal
 Frank LaPeña, "Contemporary Northern California Native American Art", *California History*, 71:3 (1992), 386-401. **TED**
Modern By Tradition: Native Women Artists in California. Video. **TED**

WEEK 8 FEBRUARY 23 Urban & Rez
 Nicolas G. Rosenthal, [*Reimagining Indian Country: Native American Migration and Identity in Twentieth-Century Los Angeles*](#). University of North Carolina Press, 2012. Chapter 1: 11-30; Chapter 3: 49-74.

FEBRUARY 25 Activist Hubs
 Nicolas G. Rosenthal, [*Reimagining Indian Country*](#). Chapter 6: 129-154. **TED & ONLINE**
 Renya K. Ramirez, *Native Hubs : Culture, Community, and Belonging in Silicon Valley and Beyond*. Durham: Duke University Press, 2007, Chapter 2: 58-83. **TED**

WEEK 9 MARCH 1 Ishi's Legacy
 Nancy Rockafellar and Orin Starn, "Ishi's Brain." *Current Anthropology* 40.4 (1999): 413-415. **TED**
 Nancy Scheper-Hughes, "Ishi's Brain, Ishi's Ashes: Anthropology and Genocide." *Anthropology Today* 17 1 (2001): 12-18. **TED**

MARCH 3 Repatriation & UCSD
 Julie Burelle, "Theatre in Contested Lands: Repatriating Indigenous Remains," *TDR: The Drama Review*, 59:1, 2015, 97-118. **TED**
[UCSD Repatriation Case Documents](#) **ONLINE**
<http://pages.ucsd.edu/~rfrank/index.html>

WEEK 10 MARCH 8 Negotiating Indianness **Guest:** Tishmal Turner
 Deborah A. Miranda. *Bad Indians: A Tribal Memoir*, 107-208.

MARCH 10 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. **TED**
 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 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. 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