

California Native History

Ethnic Studies 112C
Fall 2019
Tu-Th 3:30-4:50 PM
Mandeville B-104
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Tu, Th. 10-noon,
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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

Course Assignments & Expectations

You are expected to attend class meetings and keep up with the reading assignments at all times!

Course evaluation will be based on:

- | | |
|--------------------|-----|
| • Blog entries | 20% |
| • Class discussion | 25% |
| • Midterm | 25% |
| • Final project | 30% |
- **Blog entries:** 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 CANVAS providing your take on the reading questions and commenting on the reading selections. Blogs will be due an hour before each class. Your blog entries will help you absorb the reading material assigned during the quarter, and to prepare for other assignments.
 - **Class discussion:** 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. See “Discussion Ethics” below.
 - **Midterm:** this written assignment will incorporate and expand upon class materials, discussions, and blog entries.

- **Final Project:** Guidelines for the project(s) 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.

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

The study of California Indian 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>

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.

Electronic Devices

All phones must be turned off or set to vibrate/silent in the classroom. You may use your laptops (or tablets) to take notes, and to access the internet during class sessions for instructor-authorized, class-related purposes. Let's respect the classroom as a place of learning and exchanging of ideas.

ASSIGNED READING

These books are required reading and are available at UCSD Bookstore:

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.

NOTE: Books are all listed in ARES (<https://reserves.ucsd.edu/ares/>). All readings marked with an asterisk* in this syllabus are available on **CANVAS** (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** except the required Debora Miranda and Delfina Cuero books which are available at the UCSD Bookstore and 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 0 **SEPTEMBER 25** Introduction to California Native History

WEEK 1 **OCTOBER 1** 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).*

OCTOBER 3 **Guest: Michael Connolly (Campo-Kumeyaay)**

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. **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.*

WEEK 2 OCTOBER 8 Creation

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

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

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.* **ONLINE**
<http://ark.cdlib.org/ark:/13030/kt1r29q2ct/>

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

OCTOBER 10 Language

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.*

WEEK 3 OCTOBER 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

OCTOBER 17 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.*

WEEK 4 OCTOBER 22 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.*

OCTOBER 24 Assessing Colonization**Midterm assignment due**

James A. Sandos. *Converting California*. Chapter 8: 111-127, Chapters 10-11: 154-184.*

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**WEEK 5 OCTOBER 29 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.*

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.*

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

OCTOBER 31 State of Terror

Early California Laws and Policies Related to California Indians, Kimberly Johnston 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, 1975, Chapter 5: 98-130.*

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

WEEK 6 NOVEMBER 5 Working Indians

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

["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**

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

NOVEMBER 7 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**WEEK 7 NOVEMBER 12 Native CA Present and Past**

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.*

NOVEMBER 14 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.* **ONLINE**

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

WEEK 8 NOVEMBER 19 Activist Hubs

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.*

NOVEMBER 21 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.*

Julie Burelle, "Theatre in Contested Lands: Repatriating Indigenous Remains," *TDR: The Drama Review*, 59:1, 2015, 97-118.*

[UCSD Repatriation Case Documents](#) **ONLINE**

<http://pages.ucsd.edu/~rfrank/NAGPRAdocs.html>

WEEK 9 NOVEMBER 26 Revitalization Issues

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

NOVEMBER 28 THANKGIVING – no class**WEEK 10 DECEMBER 3 Negotiating Indianness**

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

DECEMBER 5 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.*

MONDAY, DECEMBER 9 FINAL PROJECT PRESENTATIONS (3:00-6:00PM)**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. If you would like information about the Ethnic Studies major or minor, please contact:

Monica Rodríguez, Ethnic Studies Department Undergraduate Advisor
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