

**ETHST 72 Course Outline as of Fall 2022****CATALOG INFORMATION**

Dept and Nbr: ETHST 72 Title: ORIGINAL CALIFORNIANS

Full Title: The Original Californians

Last Reviewed: 10/11/2021

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This Ethnic Studies course will study Native people of California: their origin, language, arts, customs, religion, folklore, and music. In this course students will use an ethnic studies lens to develop a dynamic comparative grid, focusing on the persistence of tribal identities and evolution of socio-economic changes, tribal and inter-tribal cultural practices over time.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This Ethnic Studies course will study Native people of California: their origin, language, arts, customs, religion, folklore, and music. In this course students will use an ethnic studies lens to develop a dynamic comparative grid, focusing on the persistence of tribal identities and evolution of socio-economic changes, tribal and inter-tribal cultural practices over time. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b> G	American Cultures/Ethnic Studies	Effective: Fall 2022	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b> F	Ethnic Studies	Effective: Fall 2022	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b> 7A	Ethnic Studies	Effective: Fall 2023	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 2022	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 2022	Inactive:

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Analyze the relationship between environment and culture with the sub-regions and diverse California traditional cultures based on Heizer's subsistence model as foundation for environmental strategies.
2. Identify and analyze contemporary strategies employed by California Indians to achieve sovereignty and revival of cultural traditions.

### **Objectives:**

In order to achieve these learning outcomes, during the course students will:

1. Identify the various cultural strategies that California people developed in response to the different environments and changes in California.
2. Evaluate the principles of cultural relativism in respect to traditional roles in California in reference to gender roles and status, with emphasis placed on the contrast of levels of power (spiritual and secular) between men and women.
3. Identify patterns of migration of European, Asian-Pacific, and African peoples into California and their impact on California tribal groups.
4. Evaluate differences of impact based on S. Cooke's demographic history of Hispanic, Anglo, and other contacts with California Indians, including comparisons from Mission, Rancho, and Reservation contexts and experiences.
5. Analyze and evaluate research by various scholars on emerging class structures, gender roles, identity formations, cultural bias, and political systems. Demonstrate the impact of such views on the education of both California Indians and non-Indians.
6. Identify and evaluate contemporary California Indian strategies in their use of indigenous

knowledge to maintain their sovereignty-culturally, politically, economically, and spiritually.

7. Analyze and evaluate Western historical research, data and theory generated by various scholars specializing in California, e.g., Kroeber, Bancroft, and Dixon, and comparing this data with California Indian views of the same cultural phenomena and events.

#### **Ethnic Studies Objectives:**

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Native American Studies.
2. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American communities to build a just and equitable society.

#### **Topics and Scope:**

##### **I. Introduction**

###### **A. Cultural Relativism**

1. Ishi and the Yahi
2. Ishi's Two Worlds and Cultural Relativism

###### **B. Research Background**

1. Lost Woman of San Nicolas Island
2. Kroeber and University of California

##### **II. California Culture Area (Linguistically Baja California and parts of Oregon)**

###### **A. Geographical Sub Areas**

###### **B. Heizer's Ecological Systems**

##### **III. California Indian People**

###### **A. Language Groups**

1. Athabaskan (Na-Dené)
2. Macro Algonkian (Yurok and Wiyot)
3. Hokan (Pomoan, Karuk, and Washo)
4. Penutian (Wintuan, Miwokan, and Maiduan)
5. Uto-Aztecan Tanoan
6. Yukian

###### **B. Traditional Cultural**

1. Leadership and power
  - a. Male roles
  - b. Female roles
2. Spiritual World(s)
3. Environmental Strategies

##### **IV. Ancient Californians (Northern Emphasis)**

###### **A. Early**

1. Origins

- a. Storytelling
  - b. Spiritual practices
  - c. Fishing and basket weaving
  - d. Ancestral land
- 2. Spanish California
- 3. The Missions
- B. Middle
  - 1. Mexican California
  - 2. Unpaid Indian Labor
  - 3. Dispossession by colonialism
- C. Late
  - 1. Pomo, Wappo, Miwok, Yuki, Kato, Wintu, Hoopa, Knokow, Maidu
  - 2. Rancherias (Round Valley, Stewart Point, and Point Arena)
  - 3. Casinos, Sovereignty, and Self-sufficiency
- V. Ancient Californians (Pleistocene and Holocene - Southern Emphasis)
  - A. Early
    - 1. Origins
    - 2. San Dieguito
  - B. Middle
    - 1. La Jolla Complex
    - 2. Pauma Complex
  - C. Late
    - 1. San Luis Rey (Payomkawichum)
    - 2. Cuyamaca (Cuyamaca)
- VI. Micro Ecological Strategies of Aboriginal California
  - A. Northwest
    - 1. Coastal
    - 2. Riverine
    - 3. Foothill
    - 4. Lake
  - B. Sierras
    - 1. Riverine
    - 2. Foothill
  - C. Central Valley
    - 1. Valley
    - 2. Riverine
  - D. Central and Southern Coast
    - 1. Maritime
    - 2. Tidewater
    - 3. Riverine
    - 4. Foothill
  - E. Desert
    - 1. Sonoran
    - 2. Colorado
- VII. Cultural Case Study
  - A. Luiseno
    - 1. Traditional Leaders
    - 2. Knowledge-power
    - 3. Sacred space
    - 4. Gender roles and families
  - B. Kumeyaay
    - 1. Traditional leaders

- 2. Spiritual power
- 3. Sacred space
- 4. Gender roles and families
- C. Chumash
  - 1. Maritime traditions
  - 2. Polynesian exchanges
  - 3. Trade routes with southwest
  - 4. Gender roles and families
- VIII. Western Contact and Migrations
  - A. European Contact
    - 1. Hispanic 1540-1846
      - a. Exploration
      - b. Mission
      - c. Rancho and Mexican
        - 1. Intermarriage and identity
        - 2. Class distinctions
    - 2. Anglo American 1846 - Present
      - a. Fur Trade and Gold Rush
        - 1. Gender roles in Native Communities
        - 2. Native labor and class
      - b. Statehood and Reservations
        - 1. Indenture
        - 2. Boarding Schools
  - B. Russian Contact 1768-1830
    - 1. Exploration
    - 2. Fur Trade
  - C. Asian Pacific
    - 1. Early contact
    - 2. Asian workers
      - a. Railroads
      - b. Domestic service
      - c. Farms
  - D. African Americans
    - 1. Discriminatory Legislation
      - a. Franchise League
      - b. Case of Archie Lee
    - 2. Education
      - a. Access to public schools
      - b. Desegregation
- IX. Original Californians and the making of Federal-Indian Policy
  - A. Land
    - 1. Reservations
    - 2. Tribal Sovereignty
  - B. Resources
    - 1. Sacred Space
    - 2. Natural Resources
    - 3. Plants and Medicines
    - 4. Women's Basketry Association
  - C. Family
    - 1. Gender Issues
    - 2. Children and Education
  - D. Health

- 1. Nutrition
- 2. Substance Abuse
- 3. Mental Health
- E. Urban
  - 1. California Indians into the cities
  - 2. Non-California Indians and cultural diversity
- X. California Native Resilience
  - A. Indigenous knowledge
    - 1. Revitalization of language
    - 2. Revitalization of arts
  - B. Cultural Resource Management
  - C. Value for all Californians

### Assignment:

- 1. Reading of approximately 35-50 pages per week.
- 2. Writing assignment(s) for a minimum of 1,250 words that may include research, experiential, response, journal reviews, cultural assessment, or project.
- 3. Quizzes and exams.
- 4. Optional: oral presentation and/or group project.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing Assignments

Writing  
30 - 60%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Quizzes and Exams

Exams  
40 - 60%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

**Representative Textbooks and Materials:**

We Are the Land: A History of Native California. Akins, Damon B., and William J. Bauer Jr. University of California Press. 2021

California through Native Eyes: Reclaiming History. Bauer Jr., William J. University of Washington Press. 2016 (classic)

An Indigenous People's History of the U.S. Dunbar-Ortiz. Beacon Press. 2014 (classic)

Natives of the Golden State: The California Indians. Costo, Rupert & J.H. Costo. Indian Historian Press. 1995 (classic)

Native California: An Introductory Guide to the Original Peoples. Eargle, Dolan. Trees Company Press. 2008 (classic)

An American Genocide: The United States and the California Indian Catastrophe. Madley, Benjamin. Yale University Press. 2016 (classic)

Indians of California: The Changing Image. Rawls, James J. University of Oklahoma Press. 1984 (classic)