**GROSSMONT COLLEGE**

 **Course Outline of Record**

 Curriculum Committee Approval: 03/16/2021

 GCCCD Governing Board Approval: 05/18/2021

# **ETHNIC STUDIES 135 – SAN DIEGO COUNTY AMERICAN INDIAN TRIBES**

 1. **Course Number Course Title Semester Units**

 ETHN 135 San Diego County American Indian Tribes 3

 **Semester Hours**

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 144-162 total hours

 2. **Prerequisites**

 None

**Corequisite**

None

 **Recommended Preparation**

 None

 3. **Catalog Description**

This course discusses the cultural complexity of indigenous San Diego County Indians, spanning geographically from the ocean to the mountains and desert. San Diego County has 18 Indian Reservations, more than any county in the United States. The course examines pre-contact, migration/relocation patterns, present day reservations, and an in-depth study of the dominant Hokan speakers (Kumeyaay-Diegueño) and of the three groups of Uto-Aztecan speakers (Luiseño, Cahuilla and Cupeño). The history of these groups includes the Spanish, Mexican, and American periods resulting in forced removals and loss of traditional territories and altered traditions. Also covered is each group’s origins, traditional songs, oral tradition, religious practices, foods, family patterns, and how they have survived and maintained their language, arts and culture. The course evaluates how the tribes shaped ancient and modern San Diego, including the socio-economic and political importance of gaming tribes and sovereignty.

 4. **Student Learning Objectives**

 The student will:

1. Differentiate between the cultures and reservations of the Uto-Aztecan speakers (Luiseño, Cahuillaand Cupeño) and compare them to the more dominant Hokan (Kumeyaay) speakers of San Diego County**.**
2. Examine Kumeyaay history from pre-contact to present day, including Baja California Kumiai.
3. Examine Luiseño, Cahuillaand Cupeño history from pre-contact to present day includingShoshonean connections.
4. Identify cultural values and attitudes ofeach culture and tribe**.**
5. Assess historical, social and political trends affecting thenative tribes of San Diego**.**
6. Experience traditional art forms and the language, including the oral tradition and storytelling.
7. Recognize the influence of diverse environments on the lifestyle of each of the groups.
8. Analyze the circumstances that led to the forced removals and how that also affected relationships between tribes and other San Diego residents.
9. Analyze and compare the political conflicts between these groups in the Spanish, Mexican and American periods.
10. Examine the initiation rites and religious practices of the various groups and reflect on their persistence in present-day
11. Discern and discuss the cultural revitalizationand empowerment that has taken place among thesegroups today.
12. Develop critical thinking, reading and writing skills related to San Diego County American Indians.

5. **Instructional Facilities**

 Standard Classroom

6. **Special Materials Required of Students**

 None

7. **Course Content**

1. Cultural values of the County’s dominant Hokan speakers (Kumeyaay-Diegueño) and of the three groups of Uto-Aztecan speakers (Luiseño, Cahuilla and Cupeño).
2. The history of each tribe, pre-contact in San Diego and Baja California.
3. The Spanish Mission years 1769-1826.
4. The Mexican Period 1826-1848.
5. The American/California experience 1850 to present day.
6. The cultural values and attitudes of the tribes.
7. The migration/relocation experience.
8. The origins of the tribes as reflected in their oral traditions and storytelling.
9. The bird songs and how they relate to storytelling.
10. Familiarization of language with presentations from a native speaker.
11. Their various art forms for pre-contact to present day.
12. Hands-on basketry making instructions presented by an elder.
13. Present day issues the tribes are experiencing.

8. **Method of Instruction**

 a. Standard lectures

 b. Class discussion

 c. Interactive, hands-on experiences.

 d. Online resources

 e. Field trips (local reservation and cultural center).

 f**.** Guest lecturers

9. **Methods of Evaluating Student Performance**

* 1. Term paper or group project, utilizing library and/or online sources about a specific aspect of one or more tribes, particularly the Kumeyaay, Cahuilla, and Cupeno such as comparing and contrasting the experiences of different nations.
	2. Written or oral periodic quizzes.
	3. Written and comprehensive examinations including final examination.

10. **Outside Class Assignments**

 a. Assigned readings both in the text and online.

 b. Individual and group projects.

1. Research or use of resources such as interviews of elders or study reservation public resources such as cultural centers or powwows.

11. **Representative Texts**

1. Representative Texts:
2. Carrico, Richard. *Strangers in a Stolen Land: The Indians of San Diego County from Prehistory to the New Deal.* El Cajon: Sunbelt Publishers. 2008.
3. Shakley, M. Steven, ed. *The Early Ethnography of the Kumeyaay*, Berkeley: University of California Press, 2004.
4. Phillips, George Harwood. *Chiefs and Challengers: Indian Resistance and Cooperation in Southern California, 1769-1906.* Norman: University of Oklahoma Press. 2014
5. Shipek, Florence. *The Autobiography of Delfina Cuero* Riverside: Ballena Press. 1991 (primary source)
6. Supplementary Texts:
7. Banegas, Ethan. “Indian Gaming in the Kumeyaay Nation.” *Journal of San Diego History* 63 (1) 2017.
8. Lankford, Alyssa. “Agua Caliente Band of Cahuilla Indians v. Coachella Valley Water District: A Tribe’s Successful Fight for Federally Reserved Water Rights.” *American Indian Law Review* 43 (1) 2018.
9. Beemer, Eleanor. *My Luiseno Neighbors: Excerpts from a Journal Kept in Pauma Valley, Northern San Diego County, 1934-1974.* Ramona: Acoma Books, 1980.

 **Addendum: Student Learning Outcomes**

 Upon completion of this course, our students will be able to do the following:

a. Demonstrate knowledge of the history and culture of the County’s dominant Hokan speakers (Kumeyaay-Diegueño) and of the three groups of Uto-Aztecan speakers (Luiseño, Cahuilla and Cupeño) from pre-contact to present day.

b. Analyze and critique local, national and international historical, social and political trends affecting the Nations.