**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 138 – THE HISTORY AND CULTURES OF CALIFORNIA INDIANS**

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

ETHN 138 The History and Cultures of California Indians 3

**Semester Hours**

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

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

Historical overview of California native people. and their timeless cultural elements. Included are an investigation into pre-European contact cultures and the subsequent impact of Spanish Missions and Anglo American colonialism and institutions. and values. With over 100 federally recognized California tribes, examples comprise diverse peoples in Northern, Central, and Southern California, including language survival and cultural revitalization. Included are the impact of tribes on the economy today, culture and politics of state-Native relations, significance to tribes and their neighbors of gaming, and myths vs. realities of Native life and culture.

4. **Course Objectives**

The student will:

Examine California indigenous history and culture prior to European contact.

b. Analyze the impact of European and American colonization on the native peoples of California.

c. Compare and contrast diverse California Indian cultural traditions and values.

d. Analyze California Indian political and cultural trends in the late 20th and early 21st centuries.

e. Examine circumstances of resistance, survival and cultural revitalization.

f. Deconstruct myths vs. realities of California Native life and culture

g. Assess the significance of gaming to tribes and their neighbors

h. Examine the impact of tribes on the California economy.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Diverse California Indigenous life~~;~~ pre-European contact

Patterns of mobility and migration pre- and post-contact

Language and culture variations

Effects of Spanish/Mexican and Anglo invasion and settlement

Effects of national and local institutions, e.g., Bureau of Indian Affairs, forced boarding schools, reservations, and rancheria system

f. California Indian wars and “California genocide;” Ishi

g. Reservation system; resistance and survival

h. Diverse Tribes in Southern California

i. Efforts in cultural revitalization, including language

j. Myths and stereotypes vs. reality

k. History, significance and economics of Indian gaming

l. Late 20th and early 21st century law, politics and culture

m. urban vs. reservation lifestyles and culture

8. **Method of Instruction**

a. Lectures with media presentations

b. Films.

c. Student presentations

d. Field trip or alternate webquest

9. **Methods of Evaluating Student Performance**

1. Periodic quizzes or exams which may be essay, research project-based or objective questions on topics such as the Modoc War, the relationship between geography and the lifestyle and values of the Northern coastal peoples, or any other course content.
2. In-class activities, such as a film analysis, interpretation of historic primary sources, or group presentations
3. Final examination in the form of an exam, project or portfolio that demonstrates one or more of the learning outcomes.

10. **Outside Class Assignments**

a. Assigned readings both in the text and on the Internet.

b. Individual and group projects such as oral, written, and biographies

c. Visit a local site, such as the Barona Museum, attend a Pow Wow, or any other museum

or educational venue.

1. Independent research for development of term paper or journal.
2. Service learning or other assignment in the campus community or community at-large

11. **Representative Texts**

a. Representative Texts:

1) Benjamin, Madley. *An American Genocide: The United States and the California Indian*

*Catastrophe, 1846-1873.* New Haven: Yale University Press, 2016.

2) Jackson, R. H. and E. Castillo. *Indians, Franciscans and Spanish Colonization: The*

*Impact of the Mission System on California Indians.* Albuquerque, NM: University of

New Mexico Press, 1996.

3) LaPena, Frank, Mark Dean Johnson, et al, eds. *When I Remember I see Red: American*

*Indian Art and Activism in California*. Berkeley: Univ. of California Press, 2019.

4) Lightfoot, Kent and Otis Parrish. *California Indians and Their Environment: An*

*Introduction.* Berkeley: University of California Press, 2009.

b. Supplementary texts:

1. Banegas, Ethan. ”Indian Gaming in the Kumeyaay Nation.” *Journal of San Diego*

*History* 63 (1) 2017.

1. Carrico, Richard L. “Castigating the Insolent Ones: Native Resistance and the

Spanish Military: The Pa’mu Incident. *Journal of San Diego History* 63 (3+4) 2017.

1. Delfina, Florence Shipek. *Delfina Cuero: Her Autobiography: An Account of Her Last*

*Years and Her Ethnobotanic Contributions*. Banning: Malki Museum Press, 1970, 1991.

1. Mathes, Valerie Sherer. Helen Hunt Jackson and Southern California’s Mission

Indians.” *California History* 78 (4), 1999/2000

**Addendum: Student Learning Outcomes**

Upon completion of this course, students will be able to:

* 1. Demonstrate knowledge of California indigenous history and culture ~~prior to~~ pre- and post-European contact.
  2. Analyze California’s diverse Indian cultural traditions and values in the past and present.

c. Assess the myths vs. realities of Native life and culture, including the significance of gaming

in California.