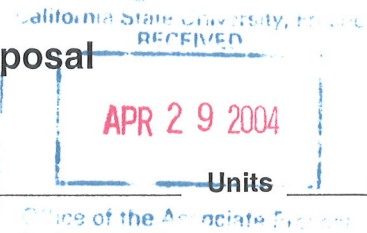


General Education Course Proposal



Proposed Course: AAIS 103 Indians of California Units 3.0
Prefix No. Title

Department: Africana and American Indian Studies College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D International/Multicultural ___

Existing Course Revised Course ___ New Course ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Survey course on the ancient cultures of California, historical development of California Indian cultures according to regional resources; conflict between the California Indian peoples and various colonial forces; and contemporary issues of California Indians. (Formerly AIS103)

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1-2 Year 3 3-4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 4/22/04
Department Chair Date

[Signature] 4/27/04
College/School Curriculum Committee Date

[Signature] 4-28-04
College/School Dean Date

[Signature] 10/5/04
General Education Subcommittee Date

[Signature] 10/4/04
Associate Provost Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

Attachment 2

General Syllabus

Indians of California – AAIS 103

Instructor: Name
Office: Instructor's Office
Office Hours: Instructor's office hours (minimum of five hours per week)
Phone/email: Instructor's office phone and email address
Dept. Office: McKee Fisk Building, Room 212
Dept. Phone: (559) 278-2832
Units: 3 units

There are no prerequisites. This course requires no additional operating money beyond present levels or additional instructional equipment.

Catalog Description:

Survey course on the ancient cultures of California, historical development of California Indian cultures according to regional resources; conflict between the California Indian peoples and various colonial forces; and contemporary issues of California Indians.

Common Objectives:

- a. To examine the historical and contemporary experiences of California Indians.
- b. To examine the legacy of the Spanish colonialism adopted by both the Mexican and American governments that viewed California Indians as savages and primitive.
- c. To acquaint students with those analytical concepts necessary to understand the historical legacy of racism and colonialism in contemporary California, state and federal relationships.
- d. To question and analyze why Californians know so very little about the rich diversity and cultural ingenuity of California Indians.
- e. To arrive at a conceptual understanding of tribalism as a cultural, social and economic system enabling the analysis of current issues with respect to culture, racism, myths, ethnicity.
- f. To analyze the interaction between cultural identity and cultural continuity and the different ways California Indians have changed but remain tribal in their values.

Representative Texts:

Indians of California: The Changing Image by James Rawls. (1984).

Native Californians: A Theoretical Retrospective by Lowell Bean and Thomas Blackburn. (1976)

In addition there are two handouts common for all sections

1. History Sheet:

Victoria's Doctrine of Discovery Treaties; Northwest Ordinance – 1790 Trusteeship Bureau of Indian Affairs; Encomienda; Repartimento; Hacienda; Tribelet; The Black Legend; The Treaty of Guadeloupe Hidalgo Indian Code of 1848; 1850 Act for the Governance and Protection of Indians Bidwell; California Indian Land Claims Act 1853; 18 Unratified Treaties; The Dawes Allotment Act 1887; Indian Citizenship Act 1924; The Termination Act 1953 Relocation Act 1953 P.L. 280 1953; Indian Education Act 1972; Indian Self-Determination Act 1975; Tillie Hardwick

2. Terminology Sheet:

"Nacirema" Among other terms used, this culture has a host of witch doctors such as the "Holy Mouth Man" (dentist); "Listener" (psychiatrist) among others and magic fonts in each domicile with magic potion (medicine cabinet) whose wealth is measured by the number of magic fonts in each domicile.

Course Requirements:

All students are required to research and write a 4,000-word paper and present their major findings to the class at their scheduled time before the end of the semester.

All students are required to select from a topic in the syllabi.

All students are required to critique five class presentations other than their own.

Student Research Projects: Students are required to present research on issues where there is a major divergence between the Indians and non-Indians of California. There are ten presentations all of which explore tribal and non-tribal responses to societal issues. Students are urged to explore all sides of these issues.

- ✓ For instance, there was a major conflict between the logging industry and some religious sites involving the Gasquet-Orleans (G.O.) Road, the Tolowa, Karuk and Yurok tribes in the Siskiyou and the American Indian Religious Freedom Act. Students get to understand that Indian religion is often practiced at sites deemed valuable to commercial interests.

- ✓ Another example would be the foster care and adoption laws of the state of California and Indian children, where the 1979 Indian Child Welfare Act proclaims that the Indian child is under tribal jurisdiction and any temporary or permanent placement of Indian children must be placed in the hands of tribal courts, not State, even if that child is not tribally enrolled, but entitled to tribal enrollment. Often this presentation is set up as a debate, since the ICWA proclaims that Indian children are a tribe's most precious resource, and once in a while the best interest of the child is secondary to be best interest of the tribe. Children are in American society considered to be within the domain of parents, but in a tribal society, it is the tribe and the tribal courts that have the main responsibility and their mandate is to see to it the child is raised as an Indian. For many students, this is interpreted as a racial bias. For others, a logical conclusion to tribal continuity.

- ✓ Another example is Indian water rights, which was resolved in part by the U.S. vs. Winters (1908) and the Arizona vs. California (1964) Supreme Court decisions also applied to Indian tribes here in California. Here the conflict centered on a small group of tribes in Southern California (Mission Band of Indians vs. Escondido) and the growth of Escondido and neighboring cities. The conflict raises some issues in terms of growth and development vs. Indian water rights.

PRESENTATIONS

Class presentations should make use of films, slides, graphs, or any other visual means of conveying your topic to the class. The presentation should take up half of the class time, the other half should be open dialogue between the class and the group. The group should work together and it is suggested that they prepare their presentation beforehand. UNDER NO CIRCUMSTANCES SHOULD STUDENTS READ THEIR PAPER AS THEIR PRESENTATION. THOSE WHO DO WILL NOT RECEIVE THE POINTS ALLOCATED. YOU MAY USE INDEX CARDS AS AN AID TO ORGANIZE YOUR PRESENTATION.

The written research papers are due one week after class presentation so that you will be able to address some of the questions students may have about your topic. In general, the research paper should be at least ten pages for each member in the group, i.e. a group of five should submit a paper about fifty pages, not including bibliography.

CITATIONS MUST BE PART OF YOUR PAPER OR WILL BE RETURNED UNMARKED. YOU MAY USE WHATEVER FORM OF CITATIONS YOU ARE USED TO; CITE WHEN YOU QUOTE; CITE WHEN YOU PARAPHRASE; CITE WHEN YOU PRESENT LITTLE KNOWN FACTS.

Each topic should present (briefly because the emphasis is on current issues) historical details about the tribe(s), cultural information, and a current issue. You must prepare an outline of your topic to distribute to each student in the class so they can follow along and make notes. The final exam is based upon issues within each topic plus articles in the Bean/Blackburn book.

The presentation will be scored as follows:

Outline5pts

Group worked together, can answer questions from class10 pts.

Each person knows materials without reading from paper or cards ... 10 pts.

Course Topics:

- Introduction to California Indians
- Unratified California Indian treaties
- California Indian Missions
- California Indian Land Claims: The Dispossessed
- Cultural Complexity in Native California
- The Tolowa Indians of California: Ecology and Adaptive Responses
- Social Organization in Native California
- Interaction in Aboriginal California
- Chumash Inter-Village Exchange
- The Development of a Washo Shaman - Don Handelman
- The Hupa Yurok Controversy

Course Policies:

- University policy regarding plagiarism/cheating
- Disruptive classroom behavior
- Students with disabilities
- Attendance, late-paper policy
- Final grade distribution
- Syllabus subject to change

INDIANS OF CALIFORNIA – AAIS 103

TENTATIVE COURSE SYLLABUS

FALL 2004

| | |
|------------------------------------|-----------------------------------|
| AFRICANA & AMERICAN INDIAN STUDIES | INSTRUCTOR: Dr. Delores J. Huff |
| TTH. 1245 - 1400 | OFFICE: McF 212 |
| SPRING 2004 | HRS: W 12:00-3:00; T/Th 2:00-3:00 |
| UNITS: 3; NO PREREQUISITES | |

COURSE DESCRIPTION

Indians of California is a survey course designed to provide students with a broad understanding of the diversity of California Indians. Both past and present issues are discussed. Included during the term will be some discussion of the relationship between Indians of California and the State of California.

COURSE OBJECTIVES

- a. Students will be able to examine the historical and contemporary experiences of California American Indians.
- b. Students will be able to examine the legacy of the Spanish colonialism adopted by both the Mexican and American governments that viewed California Indians as savages and primitive.
- c. Students will be acquainted with those analytical concepts necessary to understand the historical legacy of racism and colonialism in contemporary California, state and federal relationships.
- d. Students will have the opportunity to question and analyze why Californians know so little about the rich diversity and cultural ingenuity of California Indians.
- e. Students will be able to arrive at a conceptual understanding of tribalism as a cultural, social and economic system so that they can analyze current issues with respect to culture, racism, myths, ethnicity.
- f. Students will understand and be able to analyze the interaction between cultural identity and cultural continuity and the different ways California Indians have changed but remain tribal in their values.

REQUIRED TEXTS

Indians of California: The Changing Image by James Rawls. (1984). *Native Californians:*

A Theoretical Retrospective by Lowell Bean and Thomas Blackburn. (1976)

In addition there are two handouts common for all sections

1. History Sheet:

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COURSE REQUIREMENTS

You are expected to discuss assigned readings each class time. All students are required to research and write a 2,000-word paper and present their major findings to the class at their scheduled time before the end of the semester. For each research paper, the instructor will provide written feedback to students to be incorporated into the final research project. All students are required to select from a topic in the syllabi. All students are required to critique five class presentations other than their own.

Student Research Projects:

Students are required to present research on issues where there is a major divergence between the Indians and non-Indians of California. There are ten presentations all of which explore tribal and non-tribal responses to societal issues. Students are urged to explore all sides of these issues.

- ✓ For instance, there was a major conflict between the logging industry and some religious sites involving the Gasquet-Orleans (G.O.) Road, the Tolowa, Karuk and Yurok tribes in the Siskiyou and the American Indian Religious Freedom Act. Students get to understand that Indian religion is often practiced at sites deemed valuable to commercial interests.

- ✓ Another example would be the foster care and adoption laws of the state of California and Indian children, where the 1979 Indian Child Welfare Act proclaims that the Indian child is under tribal jurisdiction and any temporary or permanent placement of Indian children must be placed in the hands of tribal

courts, not State, even if that child is not tribally enrolled, but entitled to tribal enrollment. Often this presentation is set up as a debate, since the ICWA proclaims that Indian children are a tribe's most precious resource, and once in a while the best interest of the child is secondary to be best interest of the tribe. Children are in American society considered to be within the domain of parents, but in a tribal society, it is the tribe and the tribal courts that have the main responsibility and their mandate is to see to it the child is raised as an Indian. For many students, this is interpreted as a racial bias. For others, a logical conclusion to tribal continuity.

- ✓ Another example is Indian water rights, which was resolved in part by the U.S. vs. Winters (1908) and the Arizona vs. California (1964) Supreme Court decisions also applied to Indian tribes here in California. Here the conflict centered on a small group of tribes in Southern California (Mission Band of Indians vs. Escondido) and the growth of Escondido and neighboring cities. The conflict raises some issues in terms of growth and development vs. Indian water rights.

Presentations:

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The presentation will be scored as follows:

Outline5pts

Group worked together, can answer questions from class10 pts.

Each person knows materials without reading from paper or cards ... 10 pts.

Grading Policy:

Midterm 20 points

Presentation 25 points

Research Paper25 points

5 Critiques 10 points

Final Exam 20 points

Total100 points

In addition, you may earn up to 10 extra points by attending and writing a critical analysis on a California Indian exhibit, pow wow or art exhibit. No more than five points can be earned for each report.

Final Grade:

Points

A90 to 100 points

B 80 to 89 points

C 70 to 79 points

D 60 to 69 points

F 59 and below

University Policies

Students With Disabilities:

Anyone with a disability should inform the University and the instructor of such so that reasonable accommodations can be made for learning and evaluation. The office of Services for Students with Disabilities is located in Room 1049 of the Madden Library or you may call 278-2911.

Cheating and Plagiarism:

It is the responsibility of each student to be familiar with the University's policy on cheating as defined in the current General Catalog. Cheating and plagiarism will not be tolerated. Examples of cheating include:

- ❖ Sharing information with another student during an exam;
- ❖ Making use of notes or other information sources during an exam;
- ❖ Submitting a paper previously written for another class;
- ❖ Submitting a paper partly or entirely written by someone else;
- ❖ Misrepresenting the authorship of any submitted work;
- ❖ Failure to attribute the source of information or quotations.

A student who cheats will be penalized with a failing grade for the assignment and the course. In addition, a Cheating/Plagiarism Report will be placed in the student's permanent academic record.

CLASS SCHEDULE

| | |
|-------------|---|
| Week One | Introduction |
| Week Two | Readings: Indians of California Rawls pgs. 1-23 Film: More Than Bows and Arrows, Pt. I |
| Week Three | Readings: Rawls Chapter 1, Lecture: Kroeber Film: More Than Bows and Arrows, pt. 2 |
| Week Four | Readings: Rawls Chapter 2, Lecture: The Aboriginal Population Film: The Karuk |
| Week Five | Readings: Rawls Chapter 3, Lecture: 18 Unratified California Indian treaties Film: California Indian Missions <u>RESEARCH GROUPS WILL BE FORMED THIS WEEK</u> |
| Week Six | Readings: Rawls Chapter 4, Film: 47 cents (per acre) MIDTERM |
| Week Seven | Readings: Rawls Chapters 5 & 6, Lecture: California Land Claims Nacirema -- handout Film: The Dispossessed |
| Week Eight | Readings: Rawls Chapter 7, Epilogue |
| Week Nine | Readings: Some Explanations for the rise of cultural complexity in Native California -- Bean & Lawton |
| Week Ten | Readings: Ecology and Adaptive responses among The Tolowa Indians of Calif. - Gould Lecture: P.L. 280 and the State of California Film: The Probable Passing of Elk Creek |
| Week Eleven | Readings: Social Organization in Native California -- Bean & Lawton |
| Week Twelve | Readings: Interaction in Aboriginal California-- Blackburn RESEARCH GROUPS MEET THIS WEEK |

Week Thirteen

Readings: Chumash Inter-village Exchange -- Chester King

Week Fourteen

Readings: The Development of a Washo Shaman - Don
Handelman

Final Exam: Date, time, place

Special Note:

This syllabus and schedule are subject to change in the event of extenuating circumstance