

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ETHNIC STUDIES 166 – INTRODUCTION TO NATIVE AMERICAN POLITICS AND POLICY

3 hours lecture, 3 units

Catalog Description

This course introduces students to Native American politics and policy from the treaty making process that formed the foundation of contemporary tribal sovereignty to legal cases and precedents that impact Native American lands and people. The course will also explore how Native people have both petitioned for access into the American polity and actively resisted assimilation. Emphasis will be given to twelve recognized Kumeyaay tribal governments in the United States and four recognized Kumeyaay/Kumiai tribal governments in Baja California, Mexico. *Also listed as POSC 166. Not open to students with credit in POSC 166.*

Prerequisite

None

Course Content

Units that provide introductory level knowledge that includes:

- 1) Overview of race and ethnicity, gender, sexism, racialization, equity, ethno-centrism, eurocentrism, assimilation, white supremacy, self-determination, liberation, decolonization, environmental racism, and anti-racism.
- 2) Description of critical events in the histories, cultures, and intellectual traditions, with special focus on the lived-experiences and political struggles of Native Americans, including the following:
 - a. Doctrine of Discovery
 - b. Identify who is an Indian
 - c. Identify who is a tribe
 - d. 400+ Indian treaties (1778 -1871)
 - e. The Iroquois Confederacy and its impact on the American political system
 - f. The beginning of federal Indian policy
 - g. Articles of Confederation, the Constitution, and the Trade and Intercourse Acts
 - h. The Supreme Court and significant decisions pertaining to the Indian peoples including the Marshall trilogy: Johnson vs. McIntosh (1823), Cherokee Nation vs. State of Georgia (1831), and Worcester vs. State of Georgia (1832)
 - i. Indian removal and reservations
 - j. The impact of the Treaty of Guadalupe Hidalgo (1848)
 - k. The birth of the State of California (1850), the Constitution, laws and policies relating to the Indians of California
 - l. Impact of the U.S./Mexico border on the Kumeyaay Nation with enrollment, mobility, economic opportunity and cultural exchange.
 - m. Federally recognized tribes in the United States
 - n. Federally recognized tribes in Mexico
 - o. Reservation land in the United States – tribal trust lands
 - p. Tribal land in Mexico – ejidos
 - q. Unratified 18 treaties between several California Indian Nations and the U.S. Federal Government in (1852), including the Treaty of Santa Ysabel.
 - r. The creation of the modern Kumeyaay reservations through executive order (1875)
 - s. An Act for the Relief of Mission Indians (1893)
 - t. Assimilation and General Allotment Act (1887-1928)

- u. The exposure of 18 unratified treaties between several California Indian Nations and the U.S. Federal Government (1905).
 - v. Indian Citizenship Act (1924)
 - w. Meriam Report: The Problem of Indian Administration (1928)
 - x. Indian Reorganization Act (1934) and Indian Constitutions
 - y. Urban Relocation Program (1952-1960)
 - z. Termination Act (1953)
 - aa. Criminal and Civil Jurisdiction in Indian Country & Public Law 83-280
 - bb. Indian Child Welfare Act (1978)
 - cc. 5th Circuit Court case, *Seminoles v. Butterworth* (1979)
 - dd. 9th Circuit Court case, *Barona v. Duffy* (1982)
 - ee. Supreme Court case, *Cabazon v. California* (1987)
 - ff. Indian Gaming Regulatory Act (1988)
 - gg. Violence Against Women Act (1994)
 - hh. CA Proposition 5, Tribal-State Gaming Compacts (1998)
 - ii. CA Proposition 1A, Gambling on Tribal Lands (2000)
 - jj. Benefits and challenges of Indian gaming
 - kk. Water rights; hunting and fishing rights
 - ll. Taxation on tribal trust lands
 - mm. Indian religion and culture
 - nn. Rights of Alaskan Natives and Native Hawaiians
 - oo. The political role of Kumeyaay Tribal Governments in county, state, federal political issues
 - pp. Modern tribal governments
- 3) Description of how struggle, resistance, social justice, solidarity, and liberation as experienced by Native Americans are relevant to current political and policy issues, including the following:
- a. Mission Indian Federation (1919-1934)
 - b. Self-Determination (1960s)
 - c. Self-Determination Act and Education Assistance Act (1975)
 - d. The creation of the American Indian Movement (1968)
 - e. Indian Civil Rights Act (1968)
 - f. Occupation of Alcatraz (1969)
 - g. Resistance to state and federal laws and policies, including, but not limited to:
 1. Removal and the reservation system
 2. Unratified and broken treaties
 3. General Allotment Act
 4. Treaty of Guadalupe Hidalgo
 5. Termination Act
 6. Indian Child Welfare Act
 7. State and federal violations of land, water, and fishing rights

Course Objectives

Students will be able to:

- 1) Understand the underlying European concepts of “discovery” and “conquest” and how these concepts influenced the European view and subsequent policies towards the land and the Native people they encountered in America and what would later become the United States.
- 2) Describe the legal foundations of Native American political identity through an analysis of tribal sovereignty.
- 3) Apply Native American epistemologies and other forms of knowledge to evaluate contemporary issues in Native American communities.
- 4) Understand the development of the policy and political relationship between Native American Tribal Governments and federal and state governments.
- 5) Describe how the notion of “paternalism” shaped the formation of early federal Indian policy in the United States.
- 6) Describe how early federal Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.

- 7) Define and identify major political events, policies, documents, and episodes of violence which shaped Native nations' relationship with the United States from the late 18th century to the present.
- 8) Students will be able to describe the relationships between tribal, state, and federal governments through unique status of tribal nations and citizens as political entities and actors, "nation-states within the nation," and not as an ethnic/minority group.
- 9) Analyze how and why Native nations have exercised sovereignty; how and why Native people have claimed membership in the American polity; and the contours of the relationship between sovereignty and citizenship.
- 10) Analyze and articulate concepts of ethnic studies, including but not limited to race, ethnicity, eurocentrism, assimilation, white supremacy, liberation and decolonization.
- 11) Apply theory to describe the Native American political experience, with a particular emphasis on agency and self-affirmation.
- 12) Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, ability, and/or age.
- 13) Describe how Kumeyaay resistance, social justice, and liberation as experienced by tribal communities are relevant to current issues (communal, national, and international).

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Formative or summative quizzes
- 2) Written assessments: short answers or essays
 - a. Essay and objective exams that measure students' ability to describe Native American culture and/or Kumeyaay culture and identify and describe perspectives and impacts of the Native American and/or Kumeyaay nation in United States politics.
 - b. Essay and objective exams that measure students' ability to describe the impact of the Native American and/or Kumeyaay culture on non-Kumeyaay culture and vice versa.
- 3) Discussion posts and replies, in-class or online
- 4) Analysis of peer-reviewed journal articles
- 5) Simulations
- 6) Projects, individual or group-based
- 7) Research paper that requires students to contrast and debate the ideologies of preservation and assimilation within Native American and/or Kumeyaay society and assess Native American and/or Kumeyaay tribal sovereignty and tribalism.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Preferred: Technology Enabled Active Learning classroom
- 3) Geographical and treaty maps of the Kumeyaay Nation

Method of Instruction

- 1) Lecture
- 2) Small and large group discussion
- 3) Individual and group projects
- 4) Individual, small, and large-scale simulations
- 5) Guest speakers
- 6) Multimedia presentations
- 7) Field trips

Out-of-Class Assignments

- 1) Canvas enhancement shell for:
 - a. Individual and group assignments
 - b. Class discussions
 - c. Formative and summative quizzes
 - d. Individual reflections
- 2) Individual and group assignments can include:
 - a. Analysis and interpretation of chapters in assigned text
 - b. Analysis of current events
 - c. Analysis of diversity, equity, and inclusion and its relation to course content
 - d. Analysis of peer-review journal articles
 - e. Public policy-related project
- 3) Reading assignments, reading response questions, reading journals
- 4) Map exercises
- 5) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. Wilkins, David E. and Heidi Kiiwetinepinesiik Stark. *American Indian Politics and the American Political System*. Roman and Littlefield Publishers, 4th edition, 2018.
 - b. Deloria Jr., Vine. *Custer Died for Your Sins*. University of Oklahoma Press, 1988.
 - c. Johnson, Troy R., *The Occupation of Alcatraz*. University of Illinois Press, 1996.
 - d. Canby, William, Jr. 2019. *American Indian Law in a Nutshell (Nutshells)*. 7th ed. West Academic Publishing.
- 2) Supplemental (representative examples):
 - a. Deloria Jr., Vine, and David E. Wilkins. *Tribes, Treaties, and Constitutional Tribulations*. University of Texas Press, 1999.
 - b. Estes, Nick. *Our History is the Future*. Verso, 2019.

Student Learning Outcomes

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

- 1) Use political science theories and methods to describe critical events in the histories, cultures, and intellectual traditions of Native Americans, with focus on lived-experiences and political struggles.
- 2) Reflect on how struggle, resistance, social justice, solidarity, and liberation as experienced by Native Americans are relevant to current political and policy issues.
- 3) Assemble a civic engagement project that focuses on local, state, and federal public policies which promote diversity, inclusion, and equity of Native Americans.