

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 132 – KUMEYAAY HISTORY I: PRECONTACT - 1845

3 hours lecture, 3 units

Catalog Description

Historical survey of the Kumeyaay Nation from prehistoric times to 1845. Focus will be on Kumeyaay perspectives of Kumeyaay and non-Kumeyaay cultures; Kumeyaay oral history as it relates to the Creation Story, bird songs, ceremonies, religion and peon games; tribal sovereignty; sociopolitical clan structures; and the evolution of Kumeyaay leadership. Special emphasis will be given to the health and morbidity of indigenous populations and their labor in relation to the Mission San Diego de Alcalá and historic ranchos in San Diego County. *Also listed as ETHN 132. Not open to students with credit in ETHN 132.*

Prerequisite

None

Course Content

- 1) Cultural values and attitudes of early North American Indians, including creation legends of various Indian nations
- 2) The archeological history of the Kumeyaay Nation, from the Paleolithic Era to the La Jolla Culture to the Yuman Culture
- 3) Geologic and geographic history of the Kumeyaay Nation
- 4) Pre-contact Kumeyaay culture
- 5) Clan territories and Kumeyaay villages
- 6) Role of kuseyaay, as doctor and specialist
- 7) Role of kwaypaay, as arbiter and judge
- 8) Role of kachut during time of war
- 9) Role of the shimulls or clans
- 10) Sociopolitical clan structures of the lipay and Tiipay
- 11) The revolt of 1775 at Mission San Diego de Alcalá
- 12) The entry of the Spanish into the Kumeyaay Nation and culture
- 13) Juxtapose Franciscan Order, Jesuit Order and Dominican Order
- 14) The missions and their impacts upon the Kumeyaay
- 15) The clash of cultures and religions between the Spanish and the Kumeyaay
- 16) The canonization of Father Junípero Serra and mission apologists
- 17) Analyze mission records, Indian testimony and archeological evidence during the Mission Period
- 18) The health and morbidity of the Indian population at Mission San Diego de Alcalá
- 19) The Kumeyaay religion and philosophy
- 20) The Coming of Age and Puberty Ceremonies
- 21) The Karuk or Image Ceremony
- 22) The Eagle Ceremony
- 23) Evolution and adaption of Kumeyaay leadership through the Spanish and Mexican Periods
- 24) The Mexican Period, beginning with the raiding culture
- 25) Historic Ranchos of San Diego
- 26) 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)

Course Objectives

Students will be able to:

- 1) Analyze and articulate concepts of ethnic studies, including but not limited to race, ethnicity, eurocentrism, white supremacy, the Spanish colonial Casta system, liberation and decolonization.
- 2) Apply theory to describe the Mission Revolt of 1775, with a particular emphasis on agency and self-affirmation.
- 3) 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.
- 4) Identify cultural values and attitudes of early Kumeyaay Indians including creation legends and oral traditions.
- 5) Contrast and debate the ideologies of preservation and assimilation within Kumeyaay society.
- 6) Describe the impact of the non-Kumeyaay on Kumeyaay culture.
- 7) Describe the impact of the Kumeyaay on non-Kumeyaay culture.
- 8) Analyze and describe how the mission system impacted the Kumeyaay nation and other California Indians.
- 9) Analyze the development of the Kumeyaay under Mexican rule.
- 10) Assess Kumeyaay tribal sovereignty and tribalism.
- 11) 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) Essay and objective exams that measure students' ability to describe Kumeyaay culture and identify and describe perspectives and impacts of the Kumeyaay nation on United States history.
- 2) Essay and objective exams that measure students' ability to describe the impact of the Kumeyaay culture on non-Kumeyaay culture and vice versa.
- 3) Research paper that requires students to contrast and debate the ideologies of preservation and assimilation within Kumeyaay society and assess Kumeyaay tribal sovereignty and tribalism.

Special Materials Required of Student

None

Minimum Instructional Facilities

- 1) Smart classroom with writing boards, overhead projector
- 2) Geographical and treaty maps of the Kumeyaay Nation

Method of Instruction

- 1) Lecture and group discussion
- 2) Multimedia presentations
- 3) Field trips

Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. Costo, Rupert and Jeannette Henry Costo, ed. *The Missions of California: A Legacy of Genocide*. Indian Historian Press, 1987.
 - b. Toler Jr., David L. *Blood of the Band: An Ipai Family Story*. Sunbelt Publications, 2015.

- c. Deloria Jr., Vine. *God Is Red*. Fulcrum Publishing, 2003.
- 2) Supplemental (representative examples):
 - a. Carrico, Richard L. *Sociopolitical Aspects of the 1775 Revolt at Mission San Diego de Alcalá: An Ethno Historical Approach*. *Journal of San Diego History* 43, no.3, Summer 1997.
 - b. Banegas, Ethan. *Kumeyaay Oral History Project*. San Diego History Center, 2020.
 - c. Shackley, Steven, ed. *The Early Ethnography of the Kumeyaay*. Berkeley, 2007.
 - d. Connelly, Michael. *Kumeyaay History I: Precontact to 1900*. Sycuan Press, 2007.
 - e. Connelly, Michael. *Maay Uuyow: Kumeyaay Cosmology*. Kindle, 2016.
 - f. Pourade, Richard, ed. *Historic Ranchos of San Diego*. Union Tribune Publishing, 1976.

Student Learning Outcomes

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

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.