

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 133 – KUMEYAAY HISTORY II: 1846 - PRESENT

3 hours lecture, 3 units

Catalog Description

Historical survey of the Kumeyaay Nation from 1846 to the present. Focus will be on Kumeyaay perspectives of Kumeyaay and non-Kumeyaay cultures, creation of Kumeyaay reservations, Mission Indian Federation, Public Law 83-280, Indian self-determination, Indian Gaming Regulatory Act, contemporary tribal governments, landmark Indian Gaming court cases, and an overview of laws pertaining to Native Americans in the United States. Special emphasis will be given to contemporary issues affecting the Kumeyaay Nation and Kumeyaay tribal governments, including socioeconomic deficits, tribal sovereignty, blood quantum, tribal enrollment, demographic challenges, language loss and acquisition, historical trauma, and the growing equity gaps among tribes without casinos. *Also listed as ETHN 133. Not open to students with credit in ETHN 133.*

Prerequisite

None

Course Content

- 1) The Mexican-American War
- 2) The impact of the Treaty of Guadalupe Hidalgo
- 3) The creation of the U.S./Mexico border and its impact on the Kumeyaay Nation, on both sides of the border
- 4) Kumiai in Mexico
- 5) The American entry into the Kumeyaay Nation and culture
- 6) The impact of the California Gold Rush on the Indian Nations of California
- 7) The birth of the State of California and the state's laws and policies relating to the Indians of California
- 8) The Act for the Government and Protection of California Indians of 1850
- 9) The Garra Revolt of 1851
- 10) The 18 unratified treaties between California Indian Nations and the U.S. Federal Government in 1852
- 11) The Treaty of Santa Ysabel (1852)
- 12) The Kumeyaay adaptation and survival in the American period
- 13) The Smiley Commission and the Smiley Report
- 14) The creation of Kumeyaay reservations
- 15) The local history of Indian boarding schools
- 16) The exposure of un-ratified Treaties in 1905
- 17) The Cupa and Capitan Grande relocations and village evictions of the early 1900s
- 18) The use of Indian labor and indentured servitude during the American Period
- 19) The Mission Indian Federation
- 20) The Campo Shootout
- 21) Indian Reorganization Act
- 22) The Commerce Clause (Article 1, Section 8) in the US Constitution
- 23) The impact of Public Law 83-280
- 24) The Indian Self-Determination Act
- 25) The Indian Gaming Regulatory Act
- 26) Rise of casino culture

- 27) The benefits and challenges of Indian gaming, such as per capita disbursements
- 28) 5th Circuit Court Case, *Seminoles v. Butterworth*
- 29) 9th Circuit Court Case, *Barona v. Duffy*
- 30) Supreme Court cases, especially *Cabazon v. California*
- 31) CA Proposition 1A, Gambling on Tribal Lands (2000)
- 32) CA Proposition 5, Tribal-State Gaming Compacts (1998)
- 33) The political role of Kumeyaay Tribal Governments in county, state, federal political issues
- 34) Socioeconomic deficits in Native Nations
- 35) Contemporary issues affecting the Kumeyaay Nation and Kumeyaay tribal governments, including but not limited to blood quantum, tribal enrollment, demographic challenges, language loss and acquisition, historical trauma, and the growing equity gap among tribes without casinos.

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, liberation and decolonization.
- 2) Apply theory to describe the marginalization of the Kumeyaay people, based on class, race, religion and gender, 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) Describe the different philosophies of preservation vs. assimilation and provide examples of how they are evident throughout the 20th century.
- 5) Contrast and debate the ideologies of preservation and assimilation within Kumeyaay society.
- 6) Assess historical, social and political trends in the Kumeyaay culture and society.
- 7) Identify the impact on Kumeyaay and non-Kumeyaay societies of exposure of the un-ratified Treaties of 1852.
- 8) Interpret the impact of the United States government treaty system as it pertains to the Kumeyaay Nation.
- 9) Discuss the local history of Indian boarding schools, especially Sherman Institute and Saint Boniface Indian Boarding School.
- 10) Explain language loss from the Greatest Generation to the Baby Boomer Generation
- 11) Describe the divergence of culture between Mexican Kumiai and U.S. Kumeyaay and describe modern efforts at cultural collaboration.
- 12) Interpret the effect of Anglo-American values, attitudes and legislation on the Kumeyaay Nation
- 13) Discuss Federal Indian Law and describe how the different eras of this subject affected the Kumeyaay Nation.
- 14) Discuss the Commerce Clause (Article 1, Section 8) in the US Constitution and its implications for tribal sovereignty and Indian gaming.
- 15) Discuss the Federal Constitution and U.S. Supreme Court decisions in relation to the impact on and influence on Kumeyaay Indians.
- 16) Discuss legislation of the time and describe how it affected Kumeyaay culture and society, with special emphasis given to Public Law 83-280.
- 17) Evaluate the impact of the non-Kumeyaay on Kumeyaay culture (or vice versa) within the context of daily life, religious practice, food and entertainment, etc.
- 18) Describe the Mission Indian Federation and the Kumeyaay involvement in this organization.
- 19) Judge the effect of Anglo-American values, attitudes, and legislation on the Kumeyaay Nation and other Indians of California.
- 20) Explain significant Supreme Court decisions, especially those that relate to the Indian peoples.
- 21) Discuss the influence of the Indian Gaming Regulatory Act, the *Cabazon* case, and the rise of modern Indian gaming culture.
- 22) Evaluate tribal-state gaming compacts and California Proposition 1A and Proposition 5.
- 23) Analyze arguments from opponents of Indian gaming.
- 24) Analyze how casinos have impacted the Kumeyaay Nation.

- 25) Explain the development of modern economic policy for tribes in the U.S. and analyze its affects on Kumeyaay economic development and diversification.
- 26) Assess contemporary tribal sovereignty within the context of life in the early part of the 21st century.
- 27) 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) Exams (essay, objective) that measure students' ability to describe Kumeyaay history, social evolution, migrations, cultural traditions, and non-Indian historical events and legislation that impacted the lives and customs of the Kumeyaay.
- 2) Final exam (objective, comprehensive) that measures students' ability to describe Kumeyaay history, social evolution, and non-Indian historical events and legislation that impacted the lives and customs of the Kumeyaay.
- 3) In-class presentations that measure students' ability to describe the cultural traditions and non-Indian historical events and legislation that impacted the lives and customs of the Kumeyaay.
- 4) Written research project that measures students' ability to explain the social evolution, cultural traditions, and non-Indian historical events and legislation that impacted the lives and customs of the Kumeyaay.

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. Banegas, Ethan. *Kumeyaay Oral History Project*. San Diego History Center, 2020.
 - b. Banegas, Ethan. *The Socioeconomic Impact Of Indian Gaming On Kumeyaay Nations: A Case Study of Barona, Viejas, And Sycuan, 1982-2016*. University of San Diego, 2017.
 - c. Duran, Eduardo and Bonnie Duran. *Postcolonial Psychology*. State University of New York, 1995.
 - d. Hildreth, Ada. *Medicine Man: The Story of an Indian Service Doctor: 1918 to 1934*. Julian Pioneer Museum, 2017.
 - e. Mitchell, Donald Craig. *Wampum: How Indian Tribes, The Mafia, And An Inattentive Congress Invented Indian Gaming And Created A \$28 Billion Gambling Empire*. Overlook Press, 2016.
 - f. Shipek, Florence Connelly. *Delfina Cuero: Her Autobiography, An Account of Her Last Years and Her Ethnobotanic Contributions*. Ballena Press Publication, 1991.
 - g. Thorne, Tanis C. *El Capitan*. Ballena Press Publication, 2012.

2) Supplemental:

- a. Connelly, Michael. *Kumeyaay History I: Precontact to 1900*. Sycuan Press, 2007.

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.