

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**HUMANITIES 116 – KUMEYAAY ARTS AND CULTURE I**

3 hours lecture, 3 units

**Catalog Description**

This course is a seasonal survey of arts and culture of the Kumeyaay Nation in what is now commonly known as San Diego and Imperial Counties and Baja California. Students will study Kumeyaay songs and stories, dance, games, pottery, philosophy, spiritual beliefs and traditions, and the various uses of winter and spring plant resources. Guest lectures by Kumeyaay experts will be integrated into the course. Field trips to various cultural sites and events are a required component of this class. *Also listed as KUMEY 116. Not open to students with credit in KUMEY 116.*

**Prerequisite**

None

**Course Content**

The course content includes characteristic elements of Kumeyaay Nation art, their creators, and cultural sites. Topics include:

- 1) Spiritual beliefs; creation story
- 2) Astronomy and calendar
- 3) Connection between stories and songs
- 4) Dance, music,-and songs
- 5) Overview of games,
- 6) Pottery
  - a. Differences between desert and mountain pottery styles
  - b. Materials collection
  - c. Construction techniques: Coiled pottery with anvil and paddle
  - d. Firing techniques
- 7) Use of winter and spring food and plants; nutritional and medicinal uses; harvesting

**Course Objectives**

Students will be able to:

- 1) Identify and explain the essential characteristics of the various bands of the Kumeyaay Nation, its arts, and culture.
- 2) Understand Kumeyaay practices related to astronomy and calendar.
- 3) Identify and describe the characteristic elements of the various Kumeyaay forms of music and dance.
- 4) Understand Kumeyaay games and sports in their sociocultural contexts.
- 5) Understand the connection between oral tradition stories and songs.
- 6) Define oral tradition and its significance to the Kumeyaay.
- 7) Understand the philosophy, spiritual beliefs, and traditions of the Kumeyaay.
- 8) Understand Kumeyaay pottery techniques and regional variations
- 9) Identify winter and spring food and plants; understand harvesting, storage, and usage of plants
- 10) Research and visit various cultural sites such as Willow Lake, Mission Trails, Cuyamacas, and Lagunas.

### 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) Quizzes and exams that measure students' ability to identify, explain, compare and contrast the key terminology and concepts of the course.
- 2) Reports, journals and/or responses through which students describe, analyze and reflect on field experiences (e.g., art-cultural nights, etc.) that bring them into direct personal contact with public expressions of creative categories studied in the course. Reports on field experiences shall be regarded as normative for this course.
- 3) Essays, research assignments and/or presentations that measure students' ability to apply course vocabulary and concepts correctly to discussions about the various creative media and works of the humanities.
- 4) Homework assignments that measure students' ability to identify, explain, compare and contrast the key concepts of the course.
- 5) Skills demonstrations related to harvesting, pottery, games, oral tradition stories and songs, etc.

### Special Materials Required of Student

Suggested materials: Pruning shears, a shovel, a rake, and a 5-gallon bucket

### Minimum Instructional Facilities

Smart classroom

### Method of Instruction

Instructor may use a variety of instructional techniques to engage students' attention, meet various learning needs, and promote thought and interaction:

- 1) Lecture and discussion to encourage dialogue and learning between students of varying backgrounds and points of view
- 2) Field trips and tours of local cultural sites
- 3) Guest lectures by Kumeyaay experts
- 4) Journals and/or response papers explaining/describing field trips, live performances, tours and other educational activities
- 5) Oral presentation(s) and skills demonstrations

### Out-of-Class Assignments

- 1) Writing assignments that identify and explore aspects of Kumeyaay, arts and culture
- 2) Writing assignments that reflect on assigned instructional videos.
- 3) Writing assignments on field experiences that bring students into firsthand contact with cultural sites and events.
- 4) Create group presentations that explore aspects of Kumeyaay arts and culture.

### Texts and References

- 1) Required (representative examples):
  - a. Hohenthal, William and Thomas Blackburn. *Tipai Ethnographic Notes*. Malki-Ballena Press, 2001. (latest edition)
  - b. Carrico, Richard. *Strangers in a Stolen Land*. 2nd edition. Sunbelt Publications, 2008.
  - c. Blackburn, Thomas and Kat Anderson. *Before the Wilderness*. Ballena Press, 1993.
  - d. Connolly Miskwish, Michael. *Maay Uuyow: Kumeyaay Cosmology*. Fullcourt Press, 2016.
  - e. Liponi, Don. *La Rumorosa Rock Art along the Border*. Desert Trials Publishing, 2017.
  - f. *Our Way of Knowing: Our Creation Story, Our Beliefs, Our Philosophy*. Barona Cultural Center & Museum, 2018.
- 2) Supplemental: as assigned by instructor

**Student Learning Outcomes**

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

- 1) Create examples of Kumeyaay artistic works (pottery, baskets, clothing, jewelry, tools, etc.)
- 2) Evaluate Kumeyaay arts and culture within their sociocultural context.
- 3) Differentiate between plants and related knowledge (harvesting and storage) and how they are applied.