

Colonialism, Racialization, and Renewal: Indian Nations of Southern California

First Year Seminar

Pitzer College, Fall 2010

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Office hours: T 4:00-5:00; W 2:00-3:00

Class: TTh, 2:45-4:00

Broad Center 208

Online via "Sakai.claremont.edu"

Course Description

This course will examine the struggles and efforts of American Indian nations and communities near Pitzer College. In particular, the course will examine key aspects of Euro-American colonialism, including the denial of tribal nationhood. Through colonial processes California Indian Nations became largely invisible to the public, with their members seen as racial or ethnic minorities. The contemporary renewal and revitalization of tribal nations, including Pitzer's indigenous neighbors, continues to challenge these understandings and contribute to the process of decolonization. In light of Pitzer's social responsibility ethic, the course will consider the role of non-indigenous "settlers" vis-à-vis this decolonizing struggle. As part of this, students will study and participate in efforts to develop and deepen collaborations between academic institutions and tribal communities.

SPECIAL NOTE: This seminar will also take at least one group trip; we will attend an all day intertribal community event on Saturday, October 2.

Learning Objectives

General / First Year Seminar Objectives

1. Organize ideas in a coherent and logical way.
2. Read actively with an awareness of the ambiguity and complexity found within texts.
3. Critically interpret, analyze, and evaluate evidence, statements, graphics, and other information found within scholarly sources.
4. Recognize and contend with other points of view; anticipate objections to a well-reasoned argument.
5. Practice writing as a process that involves drafting, revising, and getting feedback from readers.
6. Communicate confidently, credibly and articulately during public presentation.

Applied / Seminar-Specific Objectives

1. Learn about the history, experiences, cultures and struggles of indigenous peoples of Southern California. Be able to critically discuss major episodes and elements of these experiences, and represent these accurately.
2. Understand key concepts and the process of racialization, and be able to apply theory to the case of California Indians and non-indigenous settlers
3. Learn about indigenous knowledge and perspectives, including both commonalities across American Indian communities and nations as well as distinctions between them.
4. Develop a critical understanding of the cultures, values and perspectives of fellow students, Pitzer College, and American society. In particular, identify colonial aspects of American cultural views.
5. Be able to identify the challenges that decolonization presents to indigenous and non-indigenous communities and individuals
6. Identify the challenges and tasks involved in developing and maintaining a mutual relationship between Pitzer College and American Indian nations and communities. Critically assess possibilities for Pitzer-tribal collaboration and participate in promoting this relationship.

Course Readings

- The readings for the course will be available on Sakai.

Evaluation of Learning (i.e. grades)

Evaluation of student learning will be based on the following:

Class participation (25%)

Reflection paper (15%)

Argument/analysis paper (25%)

Integrated paper (35%)

Key dimensions of learning: Evaluations will be based on students' *comprehension* of the substantive course material, and of course concepts; ability to *compare and contrast* course ideas and cases from one another; ability to *recognize* analogous dynamics and *apply* concepts to new situations; demonstration of *critical examination* of concepts and claims; *linking* course concepts and material to other ideas and information; *critically assessing* course concepts/materials and other ideas/information *in relation to one another*; and *creatively synthesizing* ideas and information to generate new hypotheses and insights.

Class Participation: The best way to learn, and to contribute to overall student learning, is to participate actively in a way that reflects you and your concerns, insights, experiences, and questions. Be you (actively!), and in doing so help yourself and your fellow students develop a deeper understanding of the course material. Elements:

1. Come to class having completed a *critical reading* of the assigned texts. This means addressing the following questions:
 - a. What is the main purpose of this reading?
 - b. What is the key question or problem at issue?
 - c. What is the author's point of view? What is her or his stance relative to the issue? How does it affect the arguments made by the author? Are other viewpoints considered?
 - d. What are the key concepts? What main principles, abstractions and so on would a reader need to understand in order to understand the author's reasoning?
 - e. What is the most important information? What is the most important evidence? Is the author's information/evidence persuasive?
 - f. What are the main inferences – what leaps of logic are made? Are the conclusions supported?
 - g. What are the consequences or implications of the argument? What is the significance of the argument and information?
2. *In-class participation* includes: a) attending class – this is mandatory, b) sharing your thoughts, c) appropriately tracking and continuing discussion threads, d) asking clarifying questions, e) offering empirical examples that help clarify concepts under discussion, e) contributing salient hypotheses (that are, ideally, logically debatable or empirically testable), f) asking thought-provoking questions, g) summarizing discussion points or threads, and others actions.

Some of these ways of participating will be more comfortable than others. During the course of the quarter, further develop your abilities to contribute in your most familiar ways and also work on and develop new competencies. This is the place to try out new roles in discussion!
3. *In-class and out-of-class writing tasks*. This class is writing intensive. In addition to the formally graded papers listed above, students will be asked to undertake a variety of other writing tasks both in and out of class.
4. *Co-facilitating one session of class*. Class participation includes your role of helping instigate discussion in one class period. You will do this as part of a 2 or 3 person facilitation team. You will receive more guidance about this task.

Reflection paper: More information will be provided about this 3 page paper, which will be due Friday of Week 4, 5 pm, on Sakai. You must also turn in a print copy.

Argument/analysis paper: More information will be provided about this 4-5 page paper, which will be due Friday of Week 10, 5 pm, on Sakai. You must also turn in a print copy.

Integrated Paper: This will be a 6-7 page paper, due Tuesday of finals week (Dec. 14), on Sakai. You must also turn in a print copy. While more information will be provided, the integrated paper will incorporate your experience in either a) a service-learning project, or b) a structured research project.

Service Learning Project

I anticipate limited service-learning (SL) options with members of the Costanoan Rumsen Carmel Tribe (known informally as the “Ohlone,”) and the Gabrielino/Tongva of San Gabriel, respectively. The number of SL slots and the exact nature of this SL will be determined early in the semester in consultation with tribal officials. Service-learning will involve an estimated 3 hours of service per week for 10 weeks, for a total of 30 hours. You are responsible for creating a basic log of your hours and activity, writing a 1-2 page informal reflection after each activity (or, if there is no specific SL activity in a given week, a reflection about how course materials relate to the overall SL project).

Student Perceptions Research Project

Alternately, students will participate in an ongoing research project regarding student perceptions of American Indians. This will involve interviewing other 5C students using a structured set of questions, transcribing the responses, and analyzing the findings.

Special Needs: I will make every reasonable effort to accommodate students with disabilities; if you need to request accommodations or need additional assistance, feel free to contact the Academic Support Services Office at campus extension 73553.

OTHER ISSUES:

Don't cheat or plagiarize. At the very least, you will receive no credit for any assignments that violate standards of academic integrity.

Late assignments are strongly discouraged and will be marked down.

Do not use your cell phone in class, even for texting.

Do come to class; this is a foundational aspect of your class participation grade.

Do read your Pitzer email; you are accountable for formal class information sent to that account. Also, check the Sakai course website on a regular basis.

It is your responsibility to seek clarification regarding any assignments or other aspects of the course that are unclear.

Course Schedule

I retain the right to amend the syllabus as necessary to address course developments.

*Joint class sessions refer to sessions with FYS 10, “Introduction to Critical Thinking”, and will be held in Broad Center 208.

| Dates & Weeks | Assignments |
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| Week 1 August 31, September 2* | Introduction No readings ... <i>Critical Thinking</i> Critical Interrogation: Talking Race, Resisting Racism, hooks Foucault’s Methods, Kendall and Wickham |
| Week 2 September 7, 9* | Colonialism, Race, and Settlers Insurgent Education, Lowman Cowboys and Indians: Toys of Genocide, Icons of Colonialism, Yellowbird ... <i>*Joint class</i> <i>Ethnicity and race: making identities in a changing world</i> , Cornell and Hartmann, pp. 15-38 Difference and Domination, Baca Zinn and Thornton Dill |
| Week 3 September 14, 16 | <i>Playing Indian</i> , Deloria, Introduction, Ch. 4 (pp. 1-9, 95-127) ... “You Know, We Are All Indian”: Exploring White Power and Privilege in Reactions to the NCAA Native American Mascot Policy, Staurowsky |
| Week 4 September 21*, 23 | “From Sovereignty to Minority”, Champagne ... In-class working session – bring draft paper/outline/themes <i>*Joint session</i> <i>*Joint session</i> ... In-class feedback regarding papers – bring 2 copies of draft paper Reflection paper due 5 pm Friday |

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| <p>Week 5 September 28, 30</p> <p>October 2</p> | <p>Racialization</p> <p><i>Ethnicity and race: making identities in a changing world</i>, Cornell and Hartmann, pp.73-94.</p> <p>...</p> <p>** “Speak of Me As I Am”, KB Solomon as Paul Robeson, in Benson Auditorium</p> <p>Thursday: No class; instead we will attend the above presentation (exclusively for first year students).</p> <p>*<i>Trip</i>: Saturday early morning we will drive to Orange County to participate in the Ancestor Walk. We will return to Pitzer late Saturday night.</p> |
| <p>Week 6 October 7 (NO Class T)</p> | <p>Forces affecting racial/ethnic identity, national status, and visibility of California Indians</p> <p>*<u>No class Tuesday</u>. Instead, read the articles below.</p> <p>Racial Revolutions, Warren, pp. 54-83</p> <p>The Sword and the Cross: The Missions of California, Costo</p> <p>Indian Testimony</p> <p>...</p> <p>To Make Them Useful, Rawls</p> |
| <p>Week 7 October 12, 14</p> | <p>Tribal Neighbors</p> <p><i>The Ohlone Way</i>, Margolin, pp. 1-3</p> <p>The Ohlone Past and Present: Introduction, Bean</p> <p>The Ohlone/Costanoan-Esselen Nation of Monterey, California: Dispossession, Federal Neglect, and the Bitter Irony of the Federal Acknowledgment Process, Laverty</p> <p>...</p> <p>A Journey to Tovanger, Acuña (copies on reserve at Honhold)</p> <p>Surviving Urbanization: The Gabrieleno, 1850-1928, Singleton</p> |
| <p>Week 8 Fall Break: No Class Tuesday</p> <p>October 21</p> | <p>No Class!</p> <p>...</p> <p>Identity and Visibility</p> <p><i>You’re Not the Indian I Had In Mind</i>, King</p> <p>**Class meets in Honhold Library, in the Keck Learning Room (behind the main Service Desk)</p> |

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| Week 9 October 26, 28 | "This Hole in Our Heart": Urban Indian Identity and the Power of Silence, Jackson ... <i>Real Indians and Others</i> , Lawrence, pp. 173-190 |
| Week 10 November 2, 4 | Renewal and Revitalization American Indian Ethnic Renewal, Nagel |
| AND | In-class working session – bring draft paper/outline/themes |
| November 6 | ... In-class feedback regarding papers – bring 2 copies of draft paper *Argument paper due 5 pm <u>Saturday</u> *Event: November 6: 5K Run/Walk for the Ohlone Wellness Center |
| Week 11 November 9, 11* | Indigenous Nations, Multiculturalism and Anti-racism After the Makah Whale Hunt |
| *Possible joint class session | ... Decolonizing Antiracism, Lawrence and Dua, pp. 120–127, 136-138 *Possible joint class session |
| Week 12 November 16, 18; | Academia, Indigenous Nations, and Decolonizing Education Alternatives to Service: Learning with Indigenous Nations, Steinman As If Indigenous Knowledge Mattered, Ball ... <i>Native Pipeline to College</i> Getting Them Through the College Pipeline, Kanu Compassion: A Hearts-n Paradigm for Transiting Native American Students into a STEM University Environment, Galindo et al Graduating Indigenous Students by Confronting the Academic Environment, J.Mihesuah |
| Conference on November 19 | **Friday: Conference on Academic-Tribal Collaboration Attend part of the conference |
| Week 13 November 23 | Service Learning and Research Project workshop (no readings) |
| No class November 25 | ... No class - Thanksgiving break |

Week 14
November 30,
December 2

Working session on Integrated Papers

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Joint Presentations I

**Joint class session*

Week 15
December 7, 9

Joint Presentations II

**Joint class session*

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Last day of class

****Integrated Papers - Due Tuesday, December 14, at 5 pm, on Sakai**