

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

**KUMEYAAY STUDIES 117 – KUMEYAAY ARTS AND CULTURE II**

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 uses of summer and fall plant resources, and participate in the harvest and construction of Tule boats, e`waa house, hunting and fishing tools, various types of baskets, and clothing and jewelry. 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 HUM 117. Not open to students with credit in HUM 117.*

**Prerequisite**

None

**Course Content**

The course content focuses on how Kumeyaay practices and forms of expression are inextricably connected, interrelated, and informed by Kumeyaay cultural, spiritual, and philosophical beliefs. The practices and expressions of the various bands of the Kumeyaay Nation in the United States and Mexico will be compared and contrasted, along with representative indigenous groups throughout the Americas. Topics include:

- 1) Compare and contrast indigenous ways of knowing and self-expression, with an emphasis on the different bands of the Kumeyaay Nation in the United States and Mexico
- 2) Compare and contrast indigenous epistemologies, stories, and histories, with an emphasis on the different bands of the Kumeyaay Nation in the United States and Mexico.
- 3) Historical and cultural uses of the land and resources and the impact colonization and removal had on these traditional practices.
- 4) Indigenous resistance to historical repression of Kumeyaay ways of knowing, language, art, music, spirituality, land use, and cultural production.
- 5) Natural resource identification, the interrelated nature of humans and the natural world, and the impact humans have on one another, the environment, and various ecosystems.
- 6) Further exploration of Kumeyaay cosmology and the importance of the various constellations on the wellbeing of the Kumeyaay people and the teachings that these give to the people.
- 7) Presentation of more advanced Kumeyaay geography, history, music, art, institutions, customs, and their cultural significance.
- 8) Discussion of cultural differences between the Kumeyaay speaking world and the students' own cultures in the areas of the role of parents and children, and the social and gender roles and status of Kumeyaay women and men
- 9) Presentation of Kumeyaay songs and stories, the importance of their use in the preservation of Kumeyaay knowledge through the oral narrative, and how they are informed by and reflect Kumeyaay cultural, spiritual, and philosophical beliefs.
- 10) The use of games and the spiritual and ethical lessons that are taught, as well as their connection to the Creation Story and song cycles. The meta learning that takes place and its importance in developing self-efficacy, resilience, and perseverance.
- 11) Life skills which include the gathering, preparation, and use of traditional foods and tools. The cultural, spiritual, historical, and epistemological significance of plants, animals, tools, and materials will be discussed and is an integral part of the creation process. Topics include:

- a. Use of summer and fall food and plants; nutritional and medicinal uses; harvesting
- b. Tule harvest
  1. Tule boat construction
  2. Tule sleeping mat
  3. Tule quivers
- c. Agave and Yucca harvest
  1. cordage
  2. fiber sandals
  3. brushes
- d. Barrel cactus harvest
  1. fish hooks (spines)
  2. hapa nurr (flower buds)
- e. Willow harvest
  1. Granary baskets
  2. Brush houses
  3. Willow bark skirts
  4. Baby cradles
- f. Cane or elderberry wood harvest
  1. Flutes
- g. Juncus grass, Pine needles, and Sumac
  1. Winnowing baskets
  2. Carrying baskets
  3. Leaching baskets
  4. Necklaces and Earrings
- h. House and campsite construction
- i. Fishing Tools
  1. Lines
  2. Spears
  3. Traps
  4. Nets
- j. Hunting and Trapping Tools
  1. Rabbit sticks
  2. Traps
  3. Bows and arrows
  4. Spears
  5. Snares

### **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 how Kumeyaay practices and forms of expression are inextricably connected, interrelated, and informed by Kumeyaay cultural, spiritual, and philosophical beliefs.
- 3) Understand the connection and meaning between oral tradition stories and songs.
- 4) Define oral tradition and its significance to the Kumeyaay.
- 5) Compare and contrast the role of parents and children, role and status of women and men, and customs and traditions in the Kumeyaay culture based on the language, customs, attitudes and social mores presented in class.
- 6) Understand Kumeyaay practices related to astronomy and calendar.

- 7) Identify and describe the characteristic elements of the various Kumeyaay forms of music and dance.
- 8) Understand Kumeyaay games and sports in their sociocultural contexts.
- 9) Understand the philosophy, spiritual beliefs, and traditions of the Kumeyaay.
- 10) Understand Kumeyaay pottery techniques and regional variations
- 11) Identify summer and fall food and plants; understand harvesting, storage, and usage of plants.
- 12) Understand Kumeyaay construction and tool-making techniques and regional variations.
- 13) 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, construction, 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.