Course Description: CCS 191-2:
Seminar, 4 hours. Limited to juniors/seniors. Research seminar organized around readings & engaged discussion of critical topic of interest in field. Exploration of issue, its theoretical implication for field, and practical implications for communities. Final research project required. May be repeated for credit. P/NP or letter grading.

This seminar addresses the research question of “What is Xican@ indigeneity? It explores the: (1) Historical and contemporary indigenous character of the Xican@ peoples; (2) what it means to be, or the claims to be, Indigenous, “indian,” mestiza/o; (3) the relationships to and between cultural and linguistic memories, continuities, losses, changes, revitalization, and reclamation; and (4) exploration of Indigenous epistemologies, decolonization, & la perspectiva xican@.

Objectives of the Course:
Students completing the course will be familiar with:
- basic concepts in indigenous Xican@ studies.
- the history of indigeneity amongst Xican@ peoples, and its reflection, treatment in Xican@ Studies.
- the challenges in researching Xican@ indigenous subjects; indigenous epistemologies; decolonial methodologies; & Xican@ studies’ la perspectiva xican@.

Course Requirements:
- Completing the readings & participation in class discussions are important requirements. Written assignments must be typed and proofread with care. 10%
- Family and Language Life History: Students in the class will undertake a research project (individually or collectively), exploring family histories including: (1) naming practices within the extended family; (2) languages spoken by members of your family &/or households; (3) the feelings, attitudes, values and practices associated with [Xican@] indigeneities; & (4) geographic spatial origins of family (members) (e.g., genealogies; migrations). (See handout.) 50%
- Exam: one take-home essay examination, due at the end of the quarter, covering the readings and keywords and key concepts of the course, to answer the course Question: What is Xican@ Indigeneity? 40%
- Extra Credit: Book Review. Each student can review and report on a book related to one of the course topics, and published within the last 7 years. The review should be between 3-5 pages, typed, double spaced, and of publishable quality. (See handout for more guidance.) 10%

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1.0 Required Textbooks for the CCS 191-2:
Macías, R. F. 2019. Course Reader for CS C191-2 – Spring 2019 – Xican@ Indigeneity. The print reader is available from the UCLA Course Reader Solutions, in Ackerman Union. A less expensive ebook version (should you decide to opt for one) is also available. Both formats are sold in the UCLA Store and online <https://ucla.redshelf.com/>.

Recommended:
1.0 INTRODUCTION TO THE COURSE ORGANIZATION AND REQUIREMENTS.
• Review of course syllabus. Brief summary of course major units, readings, assignments, & requirements.
• Discussion of student expectations of course.

2.0 WHAT IS CHICAN@ STUDIES?
• Chicano movement origins; Educational Campaign.
• History of Chicano studies as a discipline. La perspectiva chicana.
• What is Chicano studies research? [asking and answering questions] [How it guides this course: Culture concept; method of New Philology]

3.0 RQ FOR THE COURSE: WHAT IS XICAN@ INDIGENEITY?
• What is Indigenous; indigeneity; Chicano@?

Handouts:
- Critical Literacy Guide
- Chicano studies Epistemology & la perspectiva xicana.
- Culture concepts

Readings:

Graduate Discussion:

Study Question:
What is Xican@ studies; la perspectiva xicana?
How do we do Xican@ studies research & scholarship?

Keywords:
Culture; culture contact; culture changes
Cultural diffusion; cultural areas; language families; multilingualisms; lingua francas
Migration; settlements;
Commercial engagements (trade; markets)
OVERVIEW OF HISTORICAL, INDIGENOUS, & HEMISPHERIC (CONTINENTAL), DIVERSITIES.

Indigeneity: Mexicayotl, Toltecayotl; Epistemologies; Maíz; Continuities.

Handouts:
Ethno-Historical Maps of Abya Yala

Readings:

Graduate Discussion:

Study Question:
In 1500 (CE), there were an estimated 100+ million people in Abya Yala with over 1,000 different languages. Indigenous peoples are often characterized by Western master narratives as being in the past, in specific locations, and no longer present and still “pre-modern” in social-economic organization, whether in México, the United States, or Canada.

(1) What do these readings suggest is the Indigenous epistemology (aka Indigenous Knowledge Systems) of Indigenous peoples diversity, social development and continuities, especially over the last 500 years?

Keywords:
Abya Yala, Turtle Island, Anahuac
Indigenous, Indigeneity, Indigenitude, Indígena, Indigenismos; De-Indigenized
Indian, Indio; Native American, American Indian; First Nations; Pueblo Indígena; Tribe, Tribal.
Toltecayotl; Mexicoyotl
Indigenous knowledge systems; indigenous epistemologies
WEEK 3
Comparative Colonialities: Disruptions of Natural Developments
Mestizajes, hybridities; [Ideologies of] Indigenismos

Handouts:
Macías. Table - Imperial Contacts, & Comparative Language Policies

Readings:

Graduate Discussion:

Study Question:
With European contact after 1492 (CE), the normal development of Indigenous peoples was disrupted by the invasion, establishment, and expansion of European (especially Spaniard, English, & French) colonial rule, governance, and institutional structures (with the parallel governance of the Roman Catholic Christian Church), in the Caribe (1492), Anahuac (1521), Peru (1572), and Turtle Island North (1607).
(1) What happened to Indigenous peoples during the colonial period of 300 years, and the neo-colonial period of nation-states of the subsequent 200 years?

Keywords:
Doctrine of Discovery; empire & colonialism; coloniality; settler colonialism, elite colonialism, mestizo colonialism.
anautonomies, sovereignties; governance: requerimientos; encomiendas; repúblicas de los indios (república indígena) y república de los españoles; reducciones; de-indigenized, de-tribalized.
ideology; master narratives; western civilization (social evolution, savagery, barbarism, civilization); counter narratives, counter stories; indigenismos
WEEK 4
Survivance; Independence, Republicanism (Nation-States)
adaptations; losses; continuities; discontinuities.

Handouts:
Native American Languages Act (1992)

Readings:
Greenwich, CN: Fawcett Publications.

Graduate Discussion:

Study Question:
The separatist, independence movements from colonial empire rule resulted in neo-colonial republics or nation-states (United states, 1789; México, 1821; Canada, 1867/1931), which changed little regarding governance and Indigenous peoples, because these new states carried on many similar policies to those of their legacy empires (metropoles). These were successor states that often legally embraced the Doctrine of Discovery of Europe and the (Roman Catholic & Protestant) Christian Churches. There were contacts, collaborations, conflicts, wins, losses between Indigenous & Europeans; and subsequent autonomies, resistance, struggle, adaptations, appropriations, hybridities, and losses (releases) amongst the predominant Indigenous peoples.
(1) Identify 2 adaptations (that allowed for continuities); 2 appropriations by Indigenous from Europeans; 2 hybridities between Indigenous & Europeans; and 2 losses as a result of this coloniality, across the peoples of the northern continent.

Keywords:
resistance, struggle, survival, survivance
continuities, discontinuities: adaptations, appropriations, hybridities, syncretisms, mestizajes, losses
WEEK 5
Indigenous Languages & schooling
Languages; lingua francas; bilingualism, Mestizo rhetorics; literacy; language policies; Language(s) loss/death, revitalization, reclamation
Schooling; calmecacs; calpullis; castellanización; US Federal Boarding schools; Mexican bilingual schooling.

Handouts:
Language Vitality Index 1
Semillas Indigenous Curriculum Framework 1

Readings:
Gonzales, Sandra, & Rodríguez Cedillo, Luis. 2017. Interview on the Nahua Philosophy of Teaching and Learning: A Kalpulli to Kalpulli Cross-Border Cultural Revitalization Project. NAKUM Journal. 5. 7

Graduate Discussion:

Study Question:
One of the key criteria for contemporary (self & other) identification as Indigenous is the ability to speak an Indigenous, heritage language. Yet, many Indigenous persons have not acquired these languages, especially as urbanized persons or mestizos, but have been required to learn Spanish, English, or French either in schools or as conditions of participation in civil society. They have had the inter-generational transmission of their indigenous languages disrupted.

(1) What is the language history of your family over several generations?
(2) How does revitalization or reclamation of Indigenous or colonial languages (as first, second, or even third languages) bode for (re)Indigenization, cultural autonomy, or cultural citizenship?
(3) What roles do and can schools, calmecacs, ceremonies, or daily life (bi)lingual activities play in these remembrances, re-vitalizations, re-clamations?

Keywords:
Calmecac; Kalpulli, Alteptl; Tlatoani;
Inter-cultural higher education; American Indian Studies; Indigenous Epistemology & Knowledge Systems
Language vitality index; revitalization; lingua francas; heritage languages
Xican@ studies, la perspectiva chicana/perspective chican@
Castellanización; Compulsory Ignorance; Anglification (English-Only); alternative schooling

Health; Well being; Healing.
Foods; Diet.

Due: Extra Credit Book Review. Please submit via class website, by 5 pm.

Readings:

Graduate Discussion:

Study Question:
The relationships between health, illness, healing, foods, and diet, varies from people-areas to people-areas. In Abya Yala, with the tremendous food variety, there was a core consistency in diets (e.g., corn, beans, and squash – the three sisters), especially plant-based, but changes in food chains and its industrial production during the contemporary nation-state period, have created alternatives to these diets (e.g., fast foods and capitalist agribusiness) that endanger human health and well-being.

Herbal medicines and other indigenous health practices (e.g., the ceremonies and practices of childbirth) continue across centuries, if not millenia, but are also in competition with “western” medical theories, industries and big pharma(ceuticals); for-profit hospital and health services, and health insurance.

(1) What foods & diets do you and your family enjoy and how do they relate to the Indigenous cornucopia?
(2) Identify 2 continuities; 2 adaptations; 2 appropriations; and 2 losses in these contemporary, “Indigenous-based” health and diet practices amongst Xican@s and similar communities, more generally.

Keywords:
Curanderismo, folk-medicine; well-being, health, healing
The three sisters
Columbian Exchange; agribusiness; aquaculture
Indigenous Danza y Arte: continuities, discontinuities, losses, adaptations, appropriations.
Danza Azteca Mexica; Concheros; Pow-Wows; Ghost Dance.
Ceremony, entertainment, religion, cosmology, education.
Art & Representations

Readings:

Graduate Discussion:

Study Question:
It is difficult to identify or name cultural continuities over several hundred years given the natural changes in inter-generational cultural transmission, and the colonial and nation-state forces pushing for social changes in different directions.
(1) How does Danza Mexica represent continuities and changes of an Indigenous nature within “mestizo” or de-tribalized families and communities?
(2) How does “return to the root,” “reframing,” “creating,” and “revitalizing,” play a part in these continuities?
(3) How strong is “story telling” amongst your family, and/or your communities, by elders, (grand)parents, and compadres within extended families?

Keywords:
palimpsest
WEEK 8
May 21, 2019

Aztlán, Origin stories.
Relationship to the earth (land, territories; environment); Water protectors, Fire keepers; Earth guardians; Wind talkers; Star gazers.
• “Traditional Territories,” “Indian Country.”
• Doctrine of Discovery. Federal Reservations & Recognition (US). Land Grants (Spanish; Mexican); Pueblos Indígenas; “Normas y Costumbres”; ejidos; Tlaxcala (MX); Nunavut (CAN).
• Migrations; Urbanizations; Removals; Deportations.
• De“tribal”izations; De-“Indian”ization; Pan-Indianism; Indigenismos.

Due: Family & Language Life History Project. Please submit via class website, by 5 pm.

Video: Amoxtli San Ce Tojuan – We Are One – Nosotros Somos Uno. 2005. Film by Rodríguez & Gonzales, Xicano Records & Films. 90 minutes.

Readings:

Graduate Discussion:

Study Question:
Brayboy (2005) combined the terms of “survival” and “resistance” to coin “survivance” as the notion of survival thru resistance.
(1) How do “indigenizing,” “remembering,” & “returning” fit within the notion of your (Xican@) (Indigenous) survivance?
(2) What are some practical examples of personal decolonizing?

Keywords:
Indian country; Reservations; government to government relations
Pueblos Indígenas; usos y costumbres; ejidos.
Sovereignty, autonomy; governance; self-determination; self definition
Political memberships; nationality; colonial government status; political autonomy; government recognition.

Identities; Cultural citizenship.

autonomy, sovereignty; representations (organizations; government-to-government; civil society, public square, person-to-person).


Readings:


Graduate Discussion:


Study Question:

(1) Compare the many ways you self-define and self-identify with notions of (collective) cultural citizenship, and political (body-politic) memberships.

(2) How does decolonization relate to self-determination of (Xixan@ Indigenous) peoples?

Keywords:

Political, legal memberships; nationality; colonial government status; blood quantums. Government recognition; political autonomy; sovereignty; representations (organizations; government-to-government; civil society, public square, person-to-person). (Self) Identities, definitions; multiple subjectivities; cultural citizenship; Comunalidad, Cargos. Service, Mutualismo.
WEEK 10

Xican@ Indigeneity & Chican@ Studies

Indigenizing; Decolonizing.
What about hybridities, mestizaje, Métis?
De-tribalizations; De-Indigenizations?
Re-vitalizations; re-connecting, re-indigenizing.

DUE: 1 page abstracts of Family & Language life project for class presentation & discussion.

Readings:

Graduate Discussion:

Study Question:
What is Xican@ Indigeneity?

Keywords:
Indigenizing; Decolonizing.
De-tribalizations; De-Indigenizations?
Re-vitalizations; re-connecting, re-indigenizing.
What about hybridities, mestizaje, Métis?

Finals Week

Due: Final Exam Essay Answer to: What is Xican@ Indigeneity?