

**I. COURSE DESCRIPTION:**

Division:	Social Science
Department:	History
Course ID:	HIST 110
Course Title:	Introduction to Serrano Cultural Studies
Units:	3
Lecture:	3 Hours
Laboratory:	None
Prerequisite:	None

Catalog and Schedule Descriptions: An introduction and general overview to Serrano culture as represented by studies and research in history, archeology, linguistics, and ethnography. Relationships with other Native Americans and European people as influences will also be explored.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon completion of the course for the first time, the student will be able to:

- A. Compare and contrast methods of collecting data and interviews for research
- B. Discuss methods regarding the use of collecting and writing life histories
- C. Analyze documents (primary and secondary) regarding Serrano culture
- D. Examine research, research methodology and put sources in historical context
- E. Review methods of oral interviews and develop questions for interviews
- F. Examine concepts of "old and new" culture
- G. Evaluate what is known about Serrano culture and what is not known
- H. Develop a strategy for new techniques and new research on Serrano culture
- I. Understand the impact the environment had on Serrano techniques of land management
- J. Compare and contrast the demographic and settlement patterns of Serrano groups
- K. Evaluate the development of Serrano material culture
- L. Examine the social, political, and religious foundations of Serrano culture, such as kinship networks, marriage, and roles within the family and community
- M. Understand core concepts of Serrano culture, including economic development and property concepts
- N. Discuss the role of music and evaluate its significance within Serrano culture
- O. Develop an understanding of the basic principles of recreation, including games and gaming
- P. Evaluate the core philosophical principles of Serrano culture: power, universe, systematic relationships, and values

**IV. COURSE CONTENT:**

- A. Introduction to Serrano Culture
- B. Research methodologies:
  1. Archeologists
  2. Linguists
  3. Ethnographers
  4. Historians
- C. Concept of location (Serrano place in California Indian universe)
- D. Environment
  1. Topography
  2. Biological resources and their uses
  3. Serrano land care and management
- E. Demographic and settlement patterns
- F. Material culture

San Bernardino Valley College  
Curriculum Approved: December 8, 2003  
Last Updated: December 2003

- G. Social and Political Organizations
  - H. Religion and Gender roles within society and family
  - I. Economics and economic development
  - J. Music and its significance
  - K. Recreation
    - 1. Traditional games
    - 2. Gaming
    - 3. Historical context of each
  - L. Philosophical Principles
    - 1. Power
    - 2. The Universe
    - 3. Systematic relationship of all phenomenon
    - 4. Values
  - M. Overall evaluation of Serrano cultural studies
    - 1. What is known
    - 2. What is unknown
    - 3. How to develop new research and new methodologies
- V. METHODS OF INSTRUCTION:**
- A. Lecture
  - B. Group discussion
  - C. Critical evaluation of audio and video recordings
  - D. Guest lecturers
- VI. TYPICAL ASSIGNMENTS:**
- A. Reading:  
After reading Wayta' Yawa. Always Believe, examine religious change through sovereignty and revitalization efforts.
  - B. Writing:  
Write an essay on how culture has changed, discussing the impact of key historical events on Serrano culture and evaluating the differences and similarities of Serrano culture today with that of yesterday.
  - C. Critical Thinking:  
Evaluate Serrano cultural events today and the role they play within the community. What are their purposes-- both implicit and explicit?
- VII. EVALUATION:**
- A. Methods of evaluation:
    - 1. Objective examinations  
Typical Question: The philosophical base of the Serrano people includes all of the following components EXCEPT:
      - a. The universe
      - b. All living things
      - c. Buildings and monuments
      - d. Value systems
    - 2. Subjective examinations  
Typical Question: Compare and contrast the Serrano people with neighboring Native American populations in California.
    - 3. Subjective evaluation of student writing: Students are evaluated on their ability to clearly answer specific assignments by using primary and secondary source material for evidence.
    - 4. Subjective evaluation of student presentations, projects or special assignments. Students are evaluated on their ability to integrate information from the course, outside readings, and their own experiences for these

San Bernardino Valley College  
Curriculum Approved: December 8, 2003  
Last Updated: December 2003

projects. These projects should demonstrate critical thinking skills as well as knowledge about the course content.

- B. Frequency of evaluation:
  - 1. Two exams (minimum)
  - 2. One paper (6 pages minimum)
  - 3. Weekly group discussions
  - 4. One group project or weekly classroom activities

**VIII. TYPICAL TEXTS:**

Elliot, Eric. Wayta' Yawa. Always Believe. Maki Museum Press, Banning, CA: 2000.  
Strong, William Duncan. Aboriginal Society in Southern California. Malki Museum Press, Banning, CA: 1987.  
Trafzer, Clifford. The People of San Manuel. San Manuel Band of Serrano Indians, Self Published, 2003.  
Murrillo, Pauline. Living in Two Worlds: The Life of Pauline Murrillo. Autobiography, Self-Published: 2001.  
Shipek, Florence: Pushed Into the Rocks.  
Lowell Bean and Thomas Blackburn (ed). Native Californians; A Theoretical Retrospective.  
William McCauley: The First Angelinos.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None.**