

Global Indigenous Issues
ANT 324L Unique#: 31655
LAS 324L Unique#: 40840
SPRING 2014

Professor: Shannon Speed
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Office Hours: T-TH 1:00 – 2:00 pm

Class meets: TTH 2:00 – 3:30 in SAC 4.118

COURSE DESCRIPTION:

This course explores contemporary issues of indigenous peoples throughout the world. Today, even as virtually all nations in the world have voted in favor of the UN Declaration on the Rights of Indigenous People, Indigenous communities, tribes and nations continue to confront a range of issues that challenge their ability to maintain their cultures, govern themselves, and decide their futures. Through films, literature and social science readings, this course looks at those issues, and focuses on how indigenous peoples are actively working to oppose their oppression and create sustainable futures.

Designed as a capstone course for the Indigenous Studies Undergraduate Certificate program, the course enrollment is limited and the course is intensive both in the amount of reading and discussion participation and in the level of analysis expected.

Topics include: Colonialism, Indigenous People and Nation States, Human Rights, Political Sovereignty/Autonomy, Gender, Land and Territory, Resource Extraction, Migration, Incarceration.

Required texts:

There are no required texts for this course. All reading will be made available in PDF form on Blackboard or is available on-line.

****Note: The Instructor reserves the right to change the syllabus.

REQUIREMENTS AND GRADING

Students' final grades for the course will be based upon the following:

1. Attendance (5% of final grade)
2. Class discussion (25% of final grade)
3. Film reviews (5% each, 10% of final grade)
4. Three 5-6 page reflection papers (20% each, 60% of final grade)

Class attendance:

Students will sign an attendance sheet every day during class. Students may miss up to three classes without penalty. Absences are excused only when a student has a serious illness (requires doctor's note), travel for school activity (with appropriate notification), or a letter of excuse from a Dean.

Participation: (attendance and discussion) is **30%** of your grade in this class. This gives you some indication of how important I think participation is. Please take this into consideration when deciding if this is the course for you. Be aware that if you are unwilling to participate in class discussion, you cannot be successful in this course. It is vitally important that you read the materials prior to class and come prepared to engage in a discussion of the issues. If you do engage in the discussions regularly, you will do well, regardless of what level of background knowledge about the issues you bring to the class with you.

Readings: There is a considerable amount of reading for this class. It is vitally important that you participate in the class discussion and you cannot do so without having read the material we are discussing. You *must* keep up on the reading to do well in the course. If your schedule does not permit time for this kind of reading load, please carefully consider whether this is the appropriate course for you.

Films: We will see 9 films in the course of the semester. *These films are not optional.* The films provide vital information about the topics we are covering that will not be provided by other sources. If you cannot attend class on the day we are seeing a film, you must make arrangements with the professor to view the film outside of class. If you are absent on a film day, one of your film reviews (see next section) must be on that film.

Film Review: You will write two film reviews, on the films of your choice, during the semester. The review should be 2 pages in length, and should demonstrate some analytical thought regarding the film. In other words, do not simply say what the film was about, but consider what the message of the film was, how the filmmaker attempted to show it, how it relates to what you know about the subject (including from our readings and discussion in class) and how effective the film was in conveying its message. A film review guide will be provided. *Film reviews should be submitted within one week of the showing and should be sent electronically to the professor at sspeed@mail.utexas.edu with the subject line "film review" and your last name.*

Papers: You will write three papers of 5-6 pages in length, double-spaced, that reflect on an issue of the student's choice from the course reading, films, and discussion in the preceding weeks. *Papers are due by 5:00 pm (see dates in the schedule below) and must be submitted electronically to the professor at sspeed@mail.utexas.edu with the subject line "Paper 1/2/or 3" and your last name.*

The papers should refer to course readings, films and discussion where relevant, and should demonstrate some analytical thought on the part of the author. In other words, take an issue and discuss it in depth; *do not* simply write up a summary of what we read or said in class. This is not intended to be a research paper, but you may use additional sources if you wish. The sources you use should be properly cited. The Chicago Manual of Style is available on-line for consultation about proper citation methods. Internet sources can be appropriate for use in these papers, but be sure to evaluate the quality of such documents before using them. Although these are short papers, please do not regard them as informal. They should have proper grammar and essay structure, including an introduction, discussion/argument and conclusion. A course paper guide and grading rubric will be provided. Spell check your work!

POLICIES

No late papers are accepted unless you have sought and obtained prior approval from the professor.

Plagiarism and dishonesty will result in failure of the course and will be reported to University administrators. Plagiarism and dishonesty will result in failure of the course and will be reported to University administrators. The university may chose to take action against students accused of academic dishonesty. Potential punishments include suspension and expulsion from the university. Please consult the university's academic integrity policy at:

http://deanofstudents.utexas.edu/sjs/scholdis_conseq.php

The LBJ School Writing Center has produced an excellent guide to avoiding plagiarism. Please consult it when in doubt about proper citation:

<http://www.utexas.edu/lbj/students/writing/plagiarism.pdf>

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 512 471-6259 (voice) or 1-866-329-3986 (video phone), <http://www.utexas.edu/diversity/ddce/ssd/> to obtain an accommodation letter. Please notify me as early in the semester as possible if disability-related accommodations are required to ensure your full participation in the course.

Laptop Use Policy

Classroom Laptop use for taking notes related to this course only. Laptop activities unrelated to this course will lead to dismissal from class (and marked as an absence for that day). Repeat offenders will result in a filing of a report of academic problems. Other Electronic Devices (Cell phone, Blackberry, I-Phone, etc.) Use Policy – All devices must be turned off during class. Any use of these devices will lead to dismissal from class (and marked as an absence for that day). Repeat offenders will result in a filing of a report of academic problems.

SCHEDULE

Week One:

1/14: Introduction to the course

1/16: Conquest and Colonial Legacies 1

Readings: Carmack, Robert M. Chapters 3-5 of *The Legacy of Mesoamerica*. 2nd Edition. Pearson, 2007. pp. 120-221;

Sutton, Mark Q. "European Conquest and Invasion" Chapter 2 of *An Introduction to Native North America*. UC Bakersfield 2004. Pp. 1-43.

Week Two:

1/21: Conquest and Colonial Legacies 2

Film: Also the Rain

1/23: Indigenous People and the Modern State 1

Readings: Diaz Polanco, Hector. "Indigenism After Independence" Chapter 4 of *Indigenous People in Latin America*. Pp. 65-82.

Walter L. Williams. 1980. United States Indian Policy and the Debate over Philippine Annexation: Implications for the Origins of American Imperialism, *The Journal of American History*, Vol. 66, No. 4 (Mar. 1980), pp. 810-831.

Gaski, Harald. 1993. "The Sami People: The "White Indians" of Scandinavia." *American Indian Culture and Research Journal*. Vol. 17, No. 1, pp.115-128.

Week Three:

1/28: Indigenous Peoples and the Modern State 2

Film: Bury My Heart at Wounded Knee (2 hr 10 mins)

1/30: Indigenous Peoples and the Modern State 3

Finish and Discuss Bury my Heart at Wounded Knee

View short video Ted Talk

Week Four:

2/4: Assimilation and Education 1

Readings: Gertrude Bonnin/Zitkala-Sa. *American Indian Stories*. On-line at: <http://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html#impressions>

2/6: Assimilation and Education 2

Film: Our Spirits Don't Speak English (1 hr 20 mins)

Film clip: Canadian Prime Minister begs pardon

Week Five:

2/11: Sovereignty and Settler Colonialism 1

Readings: Deloria, Vine. *Custer Died for Your Sins*. Preface, Chapters 1-2 pp.vii 53.

2/13: Sovereignty and Settler Colonialism 2

Readings: Wolfe, Patrick. 2006. "Settler colonialism and the elimination of the native." *Journal of Genocide Research* (2006), Vol. 8, No. 4: 387-409.

FIRST PAPER DUE: 2/14, 5:00 pm via email (see instructions above)

Week Six:

2/18: Indian Resistance and Repression 1

Readings: Churchill, Ward. 1994. "The Bloody Wake of Alcatraz: Political Repression of the American Indian Movement during the 1970s," in *American Indian Culture and Research Journal* 18(4): 253-300.

2/20: Indian Resistance and Repression 2

Film: Incident at Oglala (1 hr 30 mins)

Week Seven:

2/25: Indian Resistance and Repression 3: Autonomy in Latin America

Readings: Diaz Polanco, Hector. Chapters 5, 6 and 8 of *Indigenous People in Latin America*.

2/27: Indian Resistance and Repression 4: Autonomy in Latin America

Film: Zapatista! (56 mins)

Week Eight:

3/4: Race and Identity 1

Readings: Garroue, Eva Marie. 2003. "Introduction – Chapter 4 in *Real Indians: Identity and the Survival of Native America*." University of California. Pp. 1-98.
Blackboard

Micco, Melinda 2005 "Blood and Money: The Case of the Seminole Freedmen and Seminole Indians in Oklahoma," en *Crossing Waters, Crossing Lives*, Miles, Tiya and Sharon Holland (eds). Duke University Press. Pp. 121-144. Blackboard

3/6: Race and Identity 2

Readings: Hale, Charles R. 2004. "Rethinking Indigenous Politics in the Era of the 'Indio Permitido'" *NACLA Report on the Americas*. Vol. 38 No. 2. Pps. 16-21. UT Libraries. Blackboard

Povinelli, Elizabeth. 2002. "Introduction: Critical Common Sense" *The Cunning of Recognition: Indigenous Alterities and the making of Australian Multiculturalism*. Duke University Press, Durham. Pp. 1-34.

Week Nine: SPRING BREAK

Week Ten:

3/18: Representation

Reading: Strong, Pauline Turner. 2004. "The Mascot Slot: Cultural Citizenship, Political Correctness, and Pseudo-Indian Sports Symbols" *Journal of Sport & Social Issues* 28(1):79-87.

"Ending the Legacy of Racism in Sports & the Era Of Harmful "Indian" Sports Mascots" Report by the National Congress of American Indians | October 2013

3/20: Cultural Rights and Repatriation

Readings: Engle, Karen. "Culture as Heritage," Chapter 5 in *The Elusive Promise of Indigenous Development: Rights, Culture, Strategy*. Duke 2010. Pp. 141-160.

Weaver, Jace. "Indian Presence with no Indians Present: NAGPRA and its Discontents", *Wicazo Sa Review*, 12(2): 13-30. 1997.

SECOND PAPER DUE: 3/21 by 5:00 pm via email

Week Eleven:

3/25: Gender and Violence 1

Readings: Speed, Shannon. "A Dreadful Mosaic: Rethinking Gender Violence through the Lives of Indigenous Women Migrants." *Gendered Perspectives on International Development*.

3/27: Gender and Violence 2

Film: Once Were Warriors (1 hr 42 mins)

Week Twelve:

4/1: Gender and Indigenous Feminism

Readings: Trask, Huanani-Kay 1996 "Feminism and Indigenous Hawaiian Nationalism" *Signs*. Vol. 21. No. 4. Pp 906-916.

Smith, Andrea. Native Feminism Without Apology.
<http://unsettlingamerica.wordpress.com/2011/09/08/indigenous-feminism-without-apology/>

Comandanta Esther. Speech on International Women's Day.
<http://www.imow.org/wpp/stories/viewstory?storyid=113>

4/3: Gender and Indigenous Feminism
Film: Corazón del Tiempo (Heart of Time)

Week Thirteen:

4/8: Indigenous Epistemologies

Readings: Varese, Stefano. "Indigenous Epistemologies" in *Witness to Sovereignty: Essays on the Indian Movement in Latin America*. IWGIA. 2006. Pp. 274-286.

Burkhart, Brian Yazzie (Cherokee) 2004 "What Coyote and Thales Can Teach Us: An Outline of American Indian Epistemology," en *American Indian Thought*. Anne Waters (editor), Blackwell Publishing, pp. 15-26.

4/10: Environment and Natural Resources 1

Readings: LaDuke, Winona (Anishinaabe) 1994. "Traditional Ecological Knowledge and Environmental Futures" *Colorado Journal of Environmental Law and Policy* 5. Pp 127-148.

Wiggins, Armstrong (Miskito) 1993. "Indian Rights and the Environment" *Yale Journal of International Law* 18(345).

Week Fourteen:

4/15: Environment and Natural Resources 2

Readings: Bebbington, Anthony. 2009. "The New Extraction: Rewriting the Political Ecology of the Andes?" Anthony Bebbington, NACLA Report on the Americas.

Anaya, James (Purépecha and Chiricahua Apache) 2005 "Indigenous Peoples' Participatory Rights in Relation to Decisions about Natural Resource Extraction" *Arizona Journal of International and Comparative Law*. 22(7).

Chythlook-Sifsof, Callan J. (Yupik/Inupiat Eskimo) 2013 "Native Alaska, Under Threat" *New York Times*. June 27. <http://nyti.ms/19A05BC> or http://www.nytimes.com/2013/06/28/opinion/native-culture-under-threat.html?_r=0

4/17: Environment and Natural Resources 3

Film: Return of Navajo Boy

Week Fifteen:

4/22: Migration

Readings: Varese, Stefano. 2006. "Transnational indigenous Migrants: diaspora, Identities and Collective Rights" and "Postscript: Transnational Indigenous migrants" in *Witness to Sovereignty: Essays on the Indian Movement in Latin America*. IWGIA. Pp. 238 – 258.

Urrieta, Luis Jr. (Purépecha) 2003. "Las Identidades También Lloran, Identities also Cry: Exploring the Human Side of Indigenous Latina/o Identities." *Educational Studies*. 32:2,147-168.

4/24: Incarceration 1

Readings: Cunneen, C. (2009) 'Indigenous Incarceration: The Violence of Colonial Law and Justice'. In Scraton, P. and McCulloch, J. (eds) *The Violence of Incarceration*, Routledge Taylor and Francis Group, London. pp. 209-224

"Indigenous Women Prisoners in Mexico and the United States: a Challenge for Indigenous Studies," original published in Spanish as "Mujeres indígenas presas en México y Estados Unidos: Un desafío hemisférico para los estudios indígenas," *LASA Forum*. 43(1): 17-20. Co-authored with R. Aída Hernández C.

Week Sixteen:

4/29: Incarceration 2

Film: Video Letters from Prison

5/1: Class summary and reflection

THIRD PAPER DUE: 5/8 by 5:00 pm via email