



Selected Topics in American Indian Studies
Global Indigenous Issues*
ETHN 3103-001
Fall 2016



Class times: MW 4:00-5:15
Class location: HLMS 237

Professor: Clint Carroll, PhD (clint.carroll@colorado.edu)

Office hours: Mon/Wed 1:30-2:30 (or by appointment)

Office location: Ketchum 164

Course Description and Objectives: Indigenous peoples today face increasing pressures from economic, political, and social forces of globalization. Expanding global markets threaten Indigenous territories, and in turn, the distinctive cultures, languages, ways of life, and political systems of Indigenous peoples. This class explores the roots of these pressures, and more importantly, the Indigenous responses that seek to protect their lands, cultural identities, and lifeways. We will approach the material through the critical study of imperialism and colonialism, case studies of Indigenous struggles around the globe, and theoretical discussions on discourse, indigeneity, and diaspora. Rather than an ethnological pursuit, the course will center political economy and power relations as analytical lenses. In this sense, we will focus less on Indigenous communities as objects of study and more on how their ongoing resistance to oppressive state policies and projects work to transform global politics. As a result of course readings, lectures, discussions, research projects, and writing assignments, students will be able to develop critically informed opinions on past and present issues affecting Indigenous peoples.

Required Text: Available at the CU Bookstore and on 2-hour reserve at Norlin Library.

1. The Indigenous Experience: Global Perspectives, edited by Roger C.A. Maaka and Chris Andersen

Readings not in the above text will be available on **D2L**.

Course Requirements and Assignments: You are responsible for keeping up with the assigned reading, as demonstrated by your performance on **short reading responses** (see details and rubric at end of this syllabus). You need to write 10 reading responses throughout the 15-week semester, which you should upload to D2L by midnight before the corresponding class. I have supplied a sheet of sample reading review questions at the end of this syllabus that will help you to think critically about each reading and formulate good responses. You will take a total of **two exams**, which will consist of short answer, identification, fill in the blank, multiple choice, and essay questions. I reserve the right not to give exams to students more than 15 minutes late for an exam, or who have arrived after any students who have completed the exam have left the room. Your final projects for the course are an **oral presentation** and **research paper** on a topic you

* About the symbol: Berkeley, California's Indigenous Peoples' Day Powwow logo, representing Turtle Island / Western Hemisphere and the solidarity between Northern and Southern Indigenous peoples (eagle and condor).

have discussed with me and that I have approved. Details for these assignments are located at the end of this syllabus. A 350-word description of your proposed presentation/paper topic will be due during Week 6, and will count as one of your reading responses (10 points). Lastly, **attendance** and **participation** are mandatory and a part of your grade. See the below sections on Classroom Behavior and Attendance and Makeups for more information on classroom participation expectations and my attendance policy.

NOTE: I will not accept emailed assignments (e.g., response papers). You *must* post assignments to D2L by the stated deadline. Please be aware that technical glitches do occur, so plan ahead. If you have problems with D2L, please contact the Office of Information Technology (OIT): 303-735-4357 (5-HELP) or help@colorado.edu.

Some advice: The four things you need to do in order to do well on the exams are: 1) Do the readings, 2) Come to class, 3) Take notes on the lectures and readings, and 4) Study your notes.

Your grade will be determined as follows:

Reading Responses:	100 points (10 @ 10 points each)
Attendance and Participation:	50 points
Exams:	200 points (100 points each)
Oral Presentation:	50 points
Final Paper:	<u>100 points</u>
Total:	500 points

Overall course grades will be assigned on the following scale:

A 93-100%	B 83-86.9%	C 73-76.9%	D 63-66.9%
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%
B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F 0-59.9%

Students will be able to monitor their grades throughout the semester on D2L. If you feel you need to discuss your standing in the course in person, please consult D2L and do the math before coming to see me. At that point, you should email me ahead of time to set up a meeting about your grade. Drop-in grade checks and/or disputes will not be accommodated. Detailed grade information will not be provided via e-mail or phone.

Skills Students Will Acquire in this Course:

- ❖ An in depth understanding of the political, economic, and environmental issues that impact Indigenous peoples globally, and their resulting responses to them.
- ❖ The ability to locate and critically evaluate information pertaining to global Indigenous peoples and issues.
- ❖ The ability to effectively communicate the complexity of global Indigenous issues—verbally and in writing—through well-informed, substantiated research projects.
- ❖ Skills for effective, ethical global citizenship and lifetime learning through an understanding of the multiple and diverse Indigenous nations that exist within (and predate) the makeup of contemporary nation-states.

What is Expected of Students in this Class:

- ❖ Students will voice opinions respectfully and respectfully listen to the opinions of others.
- ❖ Students will respect this course and its instructor as they respect those within their major discipline.
- ❖ Students will keep track of their own progress as indicated on the first page of the syllabus.
- ❖ Students will make appointments to meet the instructor if they have questions about, or do not understand, course reading assignments or comments made on their papers. **Any questions emailed to me that can be answered by looking at the syllabus will not be answered** (the syllabus is available on D2L, should you misplace your hardcopy).

Classroom Behavior: Please make every effort to attend all classes on time, and once there, be attentive and stay for the entire class period. Lateness and leaving early are both disrespectful and disruptive of the classroom environment. If you must leave class early, you need to notify me before the start of class.

Additionally, for our class discussions, I expect not only attentiveness, but respectful and informed participation. This means that you show up having read the material and formulated discussion questions (via your response papers), and that you actively participate in the discussion in a way that is professional and considerate of your instructor and fellow students. Those who fail to adhere to such behavioral standards may be subject to disciplinary action. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in this class.

Students and faculty each have responsibility for maintaining an appropriate learning environment. I will do my best to meet this responsibility, and I expect you to act in a way that likewise promotes respectful and informed dialogue.

Cellphone/Laptop Policy: Please silence and put away your cell phone at the start of class. I will allow laptops for issues of accessibility; however, if you take notes in class with a laptop, you must email your notes to me immediately after class. If you don't, you will lose in-class laptop use privileges. Students who fail to follow course policies, or who are disrespectful of course materials, classmates or the professor will be asked to leave. In the rare case that such behavior persists, this student will no longer be welcome in class, and the CU Office of Student Conduct will be notified.

Attendance and Makeups: In addition to being graded on your attendance, it should go without saying that being in class is a crucial part of your performance in this course. Lectures, discussions, and films will all provide material for the exams, and so poor attendance will inevitably result in poor overall performance. If you are aware of extenuating circumstances that might interfere with your ability to attend class or complete assignments, please see me to make arrangements. For excused absences, you should submit documentation to the me within seven days of the absence. The following are some legitimate reasons for missing a class, along with the corresponding required documentation:

Legitimate Absence	Proof Needed for Legitimate Absence
Illness	Note from a certified medical professional or recognized spiritual healer
Death in the family	Note from a family member and funeral information
Work (must be of an urgent nature)	Note from a supervisor
Religious holiday	Note from student specifying religious affiliation and religious holiday (to be provided during the first two days of the semester)
NCAA or Collegiate Sports Club athletic meet	Note from a coach (documentation for pre-scheduled meets must be provided during the first two days of the semester)
Mandated court appearance or jail detention	Legal paperwork documenting court appearance date and time, and/or note or email from attorney

You get **two** “no questions asked” absences. After that, I will take off 2 points of your total attendance grade each time. I will not provide students who miss classes with notes or copies of PowerPoint presentations. Typically, a professor’s notes and presentations are heavily supplemented with oral lecture and are often insufficient without notes taken by class attendees. Therefore, I strongly suggest that each student assemble class companions with whom to exchange lecture notes in the event a class is missed.

The only students who will be accommodated with alternate exam times will be those with certified documentation from Disability Services or legitimate excuses for other reasons. Students with documentation from Disability Services must communicate with the professor at least one week before a scheduled exam to make alternate arrangements. Students needing to miss an exam for a legitimate reason must contact the professor immediately to receive further instruction. Make-up exams will only be administered in extraordinary situations outside of a student’s control that cause the student to miss a scheduled exam.

Statement on Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with me.

Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I will do my best to accommodate absences due to religious observances. As noted above, please bring your requests to my attention in a timely manner.

Discrimination and Harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy,

"Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#).

Honor Code: All students of the University of Colorado at Boulder are responsible for knowing and adhering to [the academic integrity policy](#) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the [Honor Code](#) can be found online and at the Honor Code Office.

Office Hours: My office hours are available to you to come in and discuss any aspect of the course. I hope you will feel welcome to come and discuss interests or course problems with me. If you can't meet during my scheduled office hours but would like to meet in person, please make an appointment.

Course Schedule[†]

NOTE: Always bring the assigned readings with you to class, along with your notes.
Readings not in the textbook will be marked “On D2L”

WEEK 1 – Introduction to Global Indigeneity

Monday, August 22: Welcome, introductions, review of syllabus

Wednesday, August 24: Definitions, scope, themes, questions

- Text: Introduction (pp. 10-15) and Chapter 1
- On D2L: United Nations Declaration on the Rights of Indigenous Peoples

WEEK 2 – Imperialism and Colonialism(s)

Monday, August 29: Imperial expansion and Indigenous peoples

- Text: Part III Intro (pp. 161-164), Chapter 2, and Chapter 11

Wednesday, August 31: Colonialism and its variants

- Text: Chapter 4
- On D2L: Patrick Wolfe, “Settler Colonialism and the Elimination of the Native”

WEEK 3 – History and Genocide

Monday, September 5: Labor Day – No Class

Wednesday, September 7: Indigenous population studies in the “New World”

- Text: Part III Intro (pp. 111-113), Chapters 6-8

WEEK 4 – Politics of Indigeneity

Monday, September 12: Contested identities

- Text: Chapter 17
- On D2L: Michaela Pelican, “Complexities of Indigeneity and Autochthony: An African Example”

Wednesday, September 14: Global indigenism

- Text: Chapters 16 and 18

WEEK 5 – Development and Natural Resources

[†] Subject to change at my discretion

Monday, September 19: The birth of “Development”

- On D2L: Andrew Gray, “Development Policy, Development Protest: The World Bank, Indigenous Policy, and NGOs
- On D2L: Indigenous Declarations

Wednesday, September 21: Indigenous territories and environmental politics

- Text: Chapter 3
- On D2L: George Stetson, “Oil Politics and Indigenous Resistance in the Peruvian Amazon: The Rhetoric of Modernity Against the Reality of Coloniality”

WEEK 6 –Development and Natural Resources (continued)

Monday, September 26: *Film screening – Profit and Loss (2013, 60 minutes)*

Wednesday, September 28: Indigenous environmental governance and sustainable self-determination

- Paper topic descriptions **DUE**
- On D2L: Clint Carroll, “Keepers of Knowledge: Indigenous Environmental Governance”
- On D2L: Jeff Corntassel and Cheryl Bryce, “Practicing Sustainable Self-determination: Indigenous Approaches to Cultural Restoration and Revitalization”

WEEK 7 – Review and Exam 1 [No reading this week]

Monday, October 3: Review

Wednesday, October 5: EXAM 1

WEEK 8 – Colonial Discourses

Monday, October 10 (Indigenous Peoples’ Day): Doctrines and indoctrination

- Text: Chapters 5, 9, and 14

Wednesday, October 12: *Film screening – The Doctrine of Discovery: Unmasking the Domination Code (2015, 60 minutes)*

WEEK 9 – Language and Land

Monday, October 17: Indigenous peoples and biocultural diversity

- On D2L: Luisa Maffi, “On the Interdependence of Biological and Cultural Diversity”
- On D2L: Darrell Posey, “Biological and Cultural Diversity: The Inextricable, Linked by Language and Politics”

Wednesday, October 19: Environmental knowledge and intellectual property

- On D2L: Stephen B. Brush, “Protectors, Prospectors, and Pirates of Biological Resources”

WEEK 10 – Diaspora and Comparativity

Monday, October 24: Historical and contemporary Indigenous routes

- On D2L: James Clifford, “Varieties of Indigenous Experience: Diasporas, Homelands, Sovereignities”
- On D2L: M. Bianet Castellanos, “‘I Am Guadalupe’: Gender, Migration, and Indigeneity in Yucatán, Mexico”

Wednesday, October 26: Comparative indigenities

Guest lecture: Dr. Emily Yeh (CU Boulder, Geography Department)

- On D2L: Emily Yeh, “Tibetan Indigeneity: Translations, Resemblances, and Uptake”
- On D2L: Lourdes Gutiérrez Nájera, M. Bianet Castellanos, and Arturo Aldama, “Hemispheric *Encuentros* and Re-memberings”

WEEK 11 – Activism and Global Indigenous Movements

Monday, October 31: Indigenous diplomacy and international law

- On D2L: “A Basic Call to Consciousness: The Haudenosaunee Address to the Western World”
- On D2L: S. James Anaya, “Divergent Discourses About International Law, Indigenous Peoples, and Rights over Lands and Natural Resources: Toward a Realist Trend”

Wednesday, November 2: *Film screening – Kanehsatake: 270 Years of Resistance (1993, 119 minutes)*

- On D2L: Link to Warrior Publications, “Oka Crisis, 1990” (peruse/skim prior to viewing film)

WEEK 12 – Activism and Global Indigenous Movements (continued)

Monday, November 7: Finish film screening; discussion

Wednesday, November 9: Environmental activism and Indigenous “cosmopolitics”

- On D2L: Glen Sean Coulthard, “Lessons from Idle No More: The Future of Indigenous Activism”
- On D2L: Marisol de la Cadena, “Indigenous Cosmopolitics in the Andes: Conceptual Reflections Beyond Politics”

WEEK 13 – Review and Exam 2 [No reading this week]

Monday, November 14: Review

Wednesday, November 16: EXAM 2

****FALL BREAK (November 21-25)****

WEEK 14 – Student Presentations [Reading on D2L: “Delivering an effective presentation”]

Monday, November 28: Presentations

Wednesday, November 30: Presentations

WEEK 15 – Student Presentations and Final Thoughts

Monday, December 5: Presentations

Wednesday, December 7: Indigenous peoples, state relations, and the global ecological crisis

- Text: Chapter 21
- On D2L: Sharon Ridgeway and Peter Jacques, “A World Indigenous Movement: ‘We Are the Watchers, We Are Witnesses’”

FINAL PAPERS DUE in the specified D2L dropbox one week after you give your final presentation.

Oral Presentation and Research Paper

Assignment Details and Rubrics

Oral Presentation:

Consider the oral presentation a synopsis of your final paper. This is a chance to inform your instructor and peers about your research topic and why it interests you, and to suggest the most important “take-aways” in thinking about the particular issues as informed by our previous class lectures and discussions. **You will only have 10-12 minutes to present, so your presentation should be well-practiced and succinct.** There will be a short 3-5 minute Q&A session following each presentation. Below are some of the things I will be looking for in your presentation:

- A clear statement of the research topic (people, place, issue), and a clearly stated thesis statement or argument of the paper.
- A brief presentation of background information that will help your audience situate the project in historical context.
- A brief statement on your primary sources for the research, and a brief discussion of the attitudes/opinions of the scholars you are citing in the paper.
- A conclusion that relates your topic to the class as a whole (i.e., the main “take-aways” informed by our previous class lectures and discussions).

I suggest that you provide some form of visual materials (single-page handouts, PowerPoint slides, etc.), but keep the amount of textual information they contain to a minimum so as not to detract from what you have to say.

Grading Rubric:

Introduction of research topic and statement of thesis	10 points
Statement of relevant background information and sources	15 points
Intellectual quality of conclusions and relevance to the course	15 points
Organization and Preparation (including any handouts/slides)	10 points

Research Paper:

Your final paper should be a thorough exploration of a particular topic that pertains to the class material (see the list of potential themes and topics below). Papers should be 10-12 pages in length, and must be properly formatted throughout.

Required format: 1-inch margins, Times New Roman 12-point font, double-spaced. Papers must have *clearly labeled subheadings* throughout, which will include the ***Introduction***, ***3 Body Subheadings***, and the ***Conclusion***.

The ***Introduction*** of your paper sets up your argument and presents critical information about **what** you will discuss, **why** you are discussing it (why it’s important), and **how** you will go about writing it throughout the rest of the paper. I will be looking for a *very clear thesis statement*, which clearly states your argument. This sentence should begin with something like: “In this paper, I will...” or “The purpose of this paper is to...”

The ***Body*** of your paper should consist of at least 3 sections (clearly labeled with subheadings) that go into detail about your subject and provide evidence for your overall argument.

The **Conclusion** of your paper will wrap things up and will explain how the body of your paper supports the argument you made in the introduction. The conclusion can also present new questions that represent further areas of inquiry that may lie beyond the scope of your paper. Conclusions can also connect your specific topic to broader issues and show how they are (or are not) related.

The **bibliography** must contain a *minimum* of 10 sources, 7 of which need to be *academic* sources (i.e., from peer-reviewed journals or books). You are strongly encouraged to use sources from the class syllabus, however, only 3 sources from the syllabus will count towards the 7 required academic sources. This means that at minimum you must use 4 academic articles or books that you have found in your research on the paper topic. The remaining sources can be newspaper articles or primary historical documents. Websites will not be counted towards your required 10 sources.

Each reference in your bibliography will count as 1 point (10 points maximum). If you have not properly cited a reference in the text of your paper, I will not count it towards your grade, so be sure to incorporate each reference into your writing. References should provide evidence that supports your argument, or present views that you *directly engage with* in your argument.

Your grade will represent how well I think you've accomplished these tasks in each section, and generally how effectively you've structured your argument and how clearly you've put your thoughts to the page. I will take off **1 point** for each **spelling or grammatical error**, so you should use spell check and proofread your paper before handing it in. *Please take this seriously.*

****Final papers will be accepted within two (2) days of the stated deadline, but will lose one letter grade per day.** I will not accept any papers later than two days without a University or medical excuse. Exceptions will be made only for **validated medical emergencies and legitimate absences**, as defined in the syllabus above.

Grading Rubric:

Introduction	15 points
Body	50 points
Conclusion	15 points
Bibliography	10 points
Proper Formatting	<u>10 points</u>
Total	100 points

Potential themes:

- Write a case study of an Indigenous people's historical experiences dealing with a state for a specific time period.
- Analyze a contemporary state's policies that bear directly on the status of Indigenous peoples.
- Analyze one or more of the legacies of colonialism Indigenous peoples are coping with today. For example: economic, legal, and political inequity; health disparities; environmental contamination
- Analyze one or more of the strategies being employed by Indigenous peoples to affect positive change—locally, regionally, nationally, or internationally.
- Other potential topics: Art, Business, Environment/Natural Resources, Tourism, Gender/Sexuality, Language, Law/Legal Systems, Religion, Repatriation, Representation, Slavery, Sovereignty. [Note: These are only broad *topics* and will require you to structure your analysis by formulating some guiding questions.]
- Themes and topics not listed above are certainly possible, but will need my approval.
- **Feel free to meet with me if you are having trouble thinking of a theme/topic.**

Short Response Papers / Discussion Questions

Reading responses are meant to illuminate what you found interesting, confusing, and/or problematic with the readings for each week. Feel free to expound on a topic and relate it to other course readings and/or current news that you come across. Do not write a summary of the readings – I am looking for critical thinking and reflection. Your short response papers should be around 350-500 words long, and should be followed by at least two well-thought-out discussion questions. A good discussion question requires analysis, synthesis, interpretation, and critical thinking in order to answer it. Avoid Yes/No and leading questions (i.e., questions that lead your audience to a certain answer). **Papers that do not address *at least two* of the weekly readings and that do not contain at least *two* discussion questions will be graded accordingly.**

Below is a template for a useful way to take notes and reflect on course readings. Please do not turn in your responses in this format. Your submitted responses should be written as complete paragraphs.

Text Author/Title:

Main Argument (i.e. Thesis):

Successfully argued? Why/Why Not?

What did this reading make you think about? Why?

What questions do you have after reading this piece?

The grading rubric for reading responses is as follows (10 points maximum):

- ✓ - (check minus; 6 pts. equivalent): The piece lacks substance or is missing required components.
- ✓ (check; 8 pts. equivalent): The piece meets expectations for length and substance.
- ✓ + (check plus; 10 pts. equivalent): The piece is a strongly engaged, high-quality response.

Spelling and grammatical errors: An additional **2 points** may be taken off for poor spelling and grammar. Please write carefully and use spellcheck.