Indigenous Epistemologies and their Disruptions

Ethnic Studies 270
Spring 2014
Tuesday 1:30AM – 4:30PM, SSB 103

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Additional course materials available on TED.

Course Description

This seminar will explore indigenous epistemologies, their ontological dimensions, the methodological issues surrounding related research, and their significance in relation to the production of knowledge and the histories, presents, and futures of Native American and Indigenous people. The purpose of this course is to help equip participants to investigate the larger empirical and theoretical implications of alternative systems of knowledge that emerge from global indigeneity. For the most part, we follow the research of current Native American/Indigenous scholars.

Successful consideration of the dimensions, complexities, and significance of this topic depend on the engaged, imaginative, and generous, participation in all seminar activities. Students are encouraged to bring their interests, knowledge, experience, and other interpretive materials to the seminar. Accordingly, course evaluation will be based upon the nature and quality of your participation, in oral and written forms equally. Weekly assignments will involve presentations and leading class discussions, as well as written analyses that will be shared with the other seminar participants.

Seminar Texts:


Lonetree, Amy. *Decolonizing Museums Representing Native America in National and Tribal Museums*. 2012. [Restricted to UCSD email login](http://www.ucsd.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_1076066_0)
[Restricted to UCSD email login](http://uclibs.org/PID/170306).

*Native America : yesterday and today*.  
[Restricted to UCSD email login](http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10545294)


All articles are available on TED.

**Organization:**

Weekly seminar assignments:

1. Discussion: attendance and active participation in the group discussions of the reading during the seminar meetings.

2. Response: beginning Week 2, each week you are not presenting, post a 600-900 word (2-3 page) response to the week’s reading to the TED blog by 8PM Monday evening. Read the posted responses after 8PM Monday evening;

3. Presentation: co-lead two seminar discussions during the quarter;

4. Synthesis: write two 4-5 page papers each covering the assigned reading for a week in which you presented. Synthesis papers are due at the beginning of class the week after your presentation and allow you to include reflection on the seminar discussion and previous readings;

**Guidelines for Response Papers and Seminar Presentations**

For each week’s reading, your response or synthesis should focus on:

- Identify and assess the Indigenous epistemological components present in the monograph.

- In weeks where articles are assigned as well, use them to a critically evaluate the important concepts and themes in the reading for that week.

- Pay attention to theoretical and methodological choice and innovation. Are they connected to an Indigenous epistemological stance? How do they function within other academic discourses?

- Consider how might they current week’s reading relate to or otherwise illuminate previous readings.
Syllabus

WEEK ONE: April 1 Setting the Table

http://dx.doi.org/10.1080/14623520601056240


http://www.metapress.com/content/n0016675661t3n15/fulltext.pdf


WEEK TWO: April 8 Centering Indigeneity


WEEK THREE: April 15 Promise of Sovereignty

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http://www.ucsd.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_1035010_0


WEEK FOUR: April 22 Capital on Native Land

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http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10545294


WEEK FIVE: April 29  The Colonizer’s House

http://www.ucsd.eblib.com/EBLWeb/patron/?target=patron&extendedid=P_1076066_0

WEEK SIX: May 6  The Matter of Place


WEEK SEVEN: May 13  (Critical) Literary Interlude


WEEK EIGHT: May 20  De/Colonial Biopolitics


WEEK NINE: May 27  Indigenous Identities


WEEK TEN: June 3  Telling Origin Stories


UCSD Repatriation Case