Global Indigenous Studies

Ethnic Studies 160
Spring 2016
Tu-Th 12:30-1:50 PM
Center 208
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Office Hours:
Tu, Th 10:30-12,
Mon 1:30-2:30 & appt.
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COURSE ORGANIZATION

This course serves as an introduction to the issues that Indigenous peoples raise and represent in the past and present. It provides a framework for understanding global indigenous activism and decolonizing actions and provides academic tools to envision producing knowledge in partnership with and support of Indigenous people. Rather than a survey course that offers material on specific indigenous places and configurations, the readings follow 5 interconnecting themes: Indigenous Epistemology; Colonial & Decolonial Theory; Land; Indigeneity; and Sovereignty.

The course works as an organized conversation around the course themes, the readings, your responses to reading questions, and your interaction with your classmates, your instructor, and guests invited to class. The goal will be gain a framework how it has shaped people, both Indian and non-Indian, and their possible futures.

COURSE OBLIGATIONS

You are expected to attend class meetings and keep up with the reading assignments at all times! Attendance and participation in discussions held throughout the quarter will count for part of your class grade. These in-class discussions cannot be made up. If you do miss more than 2 sessions, each additional class missed will reduce your final grade by 5 points. You also have a responsibility to create an environment conducive to learning during class meetings and discussion, and to abide by the UCSD Principles of Community.

I will post reading questions, normally on TED, in advance of most class sessions. You will use these questions to prepare for the class discussion of the readings and underlying themes. You will contribute blog entries on TED providing your take on the reading questions and commenting on the reading selections. Blogs will be due an hour before class. The blogs will help you absorb the reading material assigned during the quarter, and to prepare for assignments.

Course evaluation will be based on: 1) blog entries; 2) class discussions, 3) a written midterm assignment that will incorporate and expand upon class materials, discussions, and blog entries; and 4) a Final Examination consisting of a final project that will have both a written and an in-class component. Guidelines for the project will be discussed later in the quarter. I welcome visits during regular office hours, or by appointment, to discuss any aspect of the class and the assignments. Grades will be distributed: blog entries 20%; class discussion 25%; midterm 25%; final project 30%.
SYLLABUS

The reading(s) that follow each week heading are to be completed before that class meeting. Be prepared to discuss the reading assignments in class.

Please Note: All ETHN 160 readings are available on TED: http://ted.ucsd.edu, or in electronic format through the UCSD Libraries accessed using your UCSD account.

Part I: Indigenous Epistemologies

WEEK 1 MARCH 29 Introduction to Global Indigenous Studies

MARCH 31 Complex Knowledges

Indigenous Epistemologies/Knowledges, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja Native Studies Keywords. 2015, 309-318.
JSTOR. Restricted to UCSD IP addresses

Jane Hill. Native American Knowledges, Native American Epistemologies: Native American Languages as Evidence, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja Native Studies Keywords. 2015, 319-338.
JSTOR. Restricted to UCSD IP addresses


WEEK 2 APRIL 5 Holistic Systems


APRIL 7 Alternative People

WEEK 3  APRIL 12  Alternative Time  Guest: Peter Nabokov

APRIL 14  Felt Theory

Part II: Colonial and Decolonial Theory

WEEK 4  APRIL 19  Colonialism and Structure
Colonialism, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja *Native Studies Keywords*. 2015, 271-283
JSTOR. Restricted to UCSD IP addresses http://www.jstor.org/stable/10.5749/j.ctt9qh3cv

APRIL 21  Colonialism and Process
Restricted to UCSD IP addresses http://dx.doi.org/10.1080/14623520601056240

WEEK 5  APRIL 26  Decolonization and Complicity

APRIL 28  Truth and Theory
Duke via HighWire. Restricted to UCSD IP addresses http://dx.doi.org/10.1215/9780822376613

Midterm assignment due
Part III: Land

WEEK 6  MAY 3  Land as Epistemology

Land, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja *Native Studies Keywords*. 2015, 59-70.

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Mishuana Goeman, Land as Life: Unsettling the Logics of Containment, in Teves, Nohelani, Andrea Smith Smith, and Michelle H. Raheja *Native Studies Keywords*. 2015, 71-89

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MAY 5  Water and Land


Vicente Diaz, No Island is an Island, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja *Native Studies Keywords*. 2015, 90-108

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WEEK 7  MAY 10  Environmental Crisis

Part IV: Indigeneity

MAY 12 Lens and Movement
Indigeneity, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja Native Studies Keywords. 2015, 109-118.
JSTOR. Restricted to UCSD IP addresses
Maile Arvin, Analytics of Indigeneity, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja Native Studies Keywords. 2015, 119-129.
JSTOR. Restricted to UCSD IP addresses
Ebrary. Restricted to UCSD IP addresses
http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10050788

WEEK 8 MAY 17 Promise and Critique
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MAY 19 Indigenous State Guest: Nancy Postero
Part V: Sovereignty

WEEK 9  MAY 24  From Below & From Above
Sovereignty, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja Native Studies Keywords. 2015, 3-17.
JSTOR. Restricted to UCSD IP addresses
JSTOR. Restricted to UCSD IP addresses
Nandita Sharma, Postcolonial Sovereignty”, in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja Native Studies Keywords. 2015, 18-24.
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MAY 26  Recognition and Gender
JSTOR. Restricted to UCSD IP addresses

WEEK 10  MAY 31  Racial Limits of Sovereignty
Duke via HighWire. Restricted to UCSD IP addresses
http://dx.doi.org/10.1215/9780822376613
JUNE 2  Global Indigenous Futures
Glen Sean Coulthard. Conclusion: Lessons from Idle No More: The Future of
Indigenous Activism, in Red Skin, White Masks Rejecting the Colonial Politics of
JSTOR. Restricted to UCSD IP addresses

MONDAY, JUNE 6  FINAL PROJECTS (11:30AM-2:30PM)

Majoring or Minoring in Ethnic Studies
Many students take an Ethnic Studies course because the topic is of great interest or because of a
need to fulfill a college general education requirement. Often students have taken many ETHN
courses out of interest, yet do not realize how close they are to a major, a minor, or even a double
major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine,
public health, social work, counseling, public policy, and many other careers. If you would like
information about the Ethnic Studies major or minor, please contact:
Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor
858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu