

## 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%.

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## 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

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

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

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

Simpson, Audra, "On Ethnographic Refusal: Indigeneity, 'Voice,' and Colonial Citizenship." *Junctures* 9 (2007): 67-80.

#### WEEK 2    APRIL 5                Holistic Systems

Marie Ann Battiste, and James Youngblood Henderson. Part I: The Lodge of Indigenous Knowledge in Modern Thought, in *Protecting Indigenous Knowledge and Heritage A Global Challenge*. Purich's Aboriginal Issues Series. Saskatoon: Purich Pub., 2000, 19-56.

Jack Forbes. Nature and Culture: Problematic Concepts for Native Americans, in John Grim. *Indigenous Traditions and Ecology The Interbeing of Cosmology and Community*. Religions of the World and Ecology. Cambridge, MA: Harvard Press and Center for the Study of World Religions, Harvard Divinity School, 2001, 103-124.

##### APRIL 7                Alternative People

Ann Feinup-Riordan. A Guest on the Table: Ecology from the Yup'ik Eskimo Point of View, in John Grim. *Indigenous Traditions and Ecology The Interbeing of Cosmology and Community*. Religions of the World and Ecology. Cambridge, MA: Distributed by Harvard Press for the Center for the Study of World Religions, Harvard Divinity School, 2001, 541-558.

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**WEEK 3    APRIL 12                    Alternative Time                    Guest: Peter Nabokov**

Peter Nabokov. *A Forest of Time: American Indian Ways of History*. Cambridge, U.K. ; New York: Cambridge University Press, 2002, 126-191.

**APRIL 14                    Felt Theory**

Million, Dian. Chapter 6: What Will Our Nation Be?, in *Therapeutic Nations Healing in an Age of Indigenous Human Rights*. New Directions Indigenous. Minneapolis: University of Minnesota Press, 2013, 123-145.

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<http://www.jstor.org/stable/10.2307/j.ctt183gz4d>

**Part II: Colonial and Decolonial Theory****WEEK 4    APRIL 19                    Colonialism and Scruature**

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/10.2307/j.ctt183gxzb>

Glen Sean Coulthard. Introduction: Subjects of Empire, in *Red Skin, White Masks Rejecting the Colonial Politics of Recognition*. 2014, 1-24.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.5749/j.ctt9qh3cv>

**APRIL 21                    Colonialism and Process**

Patrick Wolfe. "Settler Colonialism and the Elimination of the Native," in *Journal of Genocide Research*. 8:4 (2006): 387-409.

Restricted to UCSD IP addresses <http://dx.doi.org/10.1080/14623520601056240>

**WEEK 5    APRIL 26                    Decolonization and Complicity**

Eve Tuck and K. Wayne Yang. "Decolonization is not a metaphor", *Decolonization: Indigeneity, Education & Society* 1:1 2012, 1-40.

**APRIL 28                    Truth and Theory**

Audra Simpson, and Andrea Smith. Introduction, in Audra Simpson, and Andrea Smith *Theorizing Native Studies*. Durham: Duke University Press, 2014, 3-30.

Duke via HighWire. Restricted to UCSD IP addresses

<http://dx.doi.org/10.1215/9780822376613>

**Midterm assignment due**

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**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.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

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

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

Glen Sean Coulthard. Chapter 1: For the Land: The Dene Nation's Struggle for Self-determination, in *Red Skin, White Masks Rejecting the Colonial Politics of Recognition*. 2014, 25-49.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.5749/j.ctt9qh3cv>

Matthew Wildcat, Mande McDonald, Stephanie Irlbacher-Fox, Glen Coulthard. "Learning from the land: Indigenous land based pedagogy and decolonization." , *Decolonization: Indigeneity, Education & Society* 3:3 2014, 1-15.

**MAY 5                    Water and Land**

Hau'ofa, Epeli. "Our Sea of Islands." *A New Oceania Rediscovering Our Sea of Islands*. Eds. Hau'ofa, Epeli, Eric Waddell and Vijay Naidu. Suva, Fiji: School of Social and Economic Development The University of the South Pacific in association with Beake House, 1993. 2-16.

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

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

**WEEK 7    MAY 10                    Environmental Crisis**

Naomi Klein. Chapter 11: You and What Army & Chapter 12: Sharing the Sky, in *This Changes Everything Capitalism Vs. The Climate*. First Simon & Schuster trade paperback edition, 2014, 367-418.

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**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

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

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

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

Ronald Niezen. Chapter 2: The Origins of the International Movement of Indigenous Peoples, in *The Origins of Indigenism Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003, 29-52.

Ebrary. Restricted to UCSD IP addresses

<http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10050788>

**WEEK 8**    MAY 17                      Promise and Critique

Echo-Hawk, Walter R. Chapter 2: The Making of the Declaration, Chapter 3: Mounting the Bog Horse, Chapter 7: How Does the *Declaration* Affect the Future of Indian Law?, and Appendix: United Nations Declaration on the Rights of Indigenous People, in *In the Light of Justice The Rise of Human Rights in Native America and the UN Declaration on the Rights of Indigenous Peoples*. 2013, 27-62, 157-181, and 281-296.

Moreton-Robinson, Aileen. Chapter 12: Virtuous Racial States: White Sovereignty and the United Nations Declaration on the Rights of Indigenous People & Afterword, in *The White Possessive: Property, Power, and Indigenous Sovereignty*. New Directions Indigenous. Minneapolis: University of Minnesota Press, 2015, 173-193.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.5749/j.ctt155jmpf>

MAY 19                      Indigenous State                      **Guest:** Nancy Postero

Nancy Grey Postero. Introduction, and Chapter Three: Wedding the Nation: Spectacle and Political Performance, in *The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia*, book manuscript under contract with University of California Press, 1-37, 1-46.

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**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

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

Leanne Betasmosake Simpson, The Place Where we all Work Together: A Gendered Analysis of "Sovereignty", in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja *Native Studies Keywords*. 2015, 18-24.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

Nandita Sharma, Postcolonial Sovereignty", in Nohelani Teves, Andrea Smith Smith, and Michelle H. Raheja *Native Studies Keywords*. 2015, 18-24.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.2307/j.ctt183gxzb>

**MAY 26                      Recognition and Gender**

Glen Sean Coulthard. Chapter 3: Essentialism and the Gendered Politics of Aboriginal Self-government, in *Red Skin, White Masks Rejecting the Colonial Politics of Recognition*. 2014, 51-103.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.5749/j.ctt9qh3cv>

**WEEK 10    MAY 31                      Racial Limits of Sovereignty**

Mark Rifkin. Chapter 6: Making Peoples into Populations, The Racial Limits of Tribal Sovereignty, in Audra Simpson, and Andrea Smith *Theorizing Native Studies*. Durham: Duke University Press, 2014, 149-185.

Duke via HighWire. Restricted to UCSD IP addresses

<http://dx.doi.org/10.1215/9780822376613>

Kimberly TallBear. Chapter 4: The Genographic Project: The Business of Research and Representation & Conclusion: Indigenous and Genetic Governance and Knowledge, in *Native American DNA : Tribal Belonging and the False Promise of Genetic Science*. Minneapolis: University of Minnesota Press, 2013, 143-204.

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 Recognition*. 2014, 151-179.

JSTOR. Restricted to UCSD IP addresses

<http://www.jstor.org/stable/10.5749/j.ctt9qh3cv>

MONDAY, JUNE 6

**FINAL PROJECTS (11:30AM-2:30PM)**

**Majoring or Minor 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](mailto:d1rodriguez@ucsd.edu) or visit [www.ethnicstudies.ucsd.edu](http://www.ethnicstudies.ucsd.edu)