### Course Information:

Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Department</th>
<th>Subject</th>
<th>Number</th>
<th>Title</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>American Indian Studies</td>
<td>AIS</td>
<td>480</td>
<td>Actualizing Decolonization</td>
<td>3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? (Choose one)

Is this a shared course? (choose one)

Course description:

Request designation: (Choose One)

Note: a separate proposal is required for each designation requested

### Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucle@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

### Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

### Checklists for general studies designations:

Complete and attach the appropriate checklist

- **Literacy and Critical Inquiry core courses (L)**
- **Mathematics core courses (MA)**
- **Computer/statistics/quantitative applications core courses (CS)**
- **Humanities, Arts and Design core courses (HU)**
- **Social-Behavioral Sciences core courses (SB)**
- **Natural Sciences core courses (SQ/SG)**
- **Cultural Diversity in the United States courses (C)**
- **Global Awareness courses (G)**
- **Historical Awareness courses (H)**

### A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

### Contact Information:

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myla Vicenti Carpio</td>
<td>480-727-7989</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mail code</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>4603</td>
<td><a href="mailto:Vicenti@asu.edu">Vicenti@asu.edu</a></td>
</tr>
</tbody>
</table>

### Department Chair/Director approval: (Required)

<table>
<thead>
<tr>
<th>Chair/Director name (Typed):</th>
<th>Chair/Director (Signature):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Zippeccar III</td>
<td></td>
<td>1/20/2015</td>
</tr>
</tbody>
</table>

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11, 12/11, 7/12, 5/14
Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU-[G] CRITERIA

#### GLOBAL AWARENESS [G]

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>![Image]</td>
</tr>
</tbody>
</table>

1. Studies **must** be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):
   a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. **The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.**
   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.
   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.

- Syllabus
- Syllabus, Readings
- Readings
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>1. Composed os subject matter that address or leads to an understanding of the contemporary world outside of the U.S.</td>
<td>The course examines the process and implications of imperialism, colonization, globalization on a global scale - South America, Canada, New Zealand, Mexico, Arctic</td>
<td>Syllabus and Readings - understanding imperialism and colonization - readings on concepts - Algiers - Brazil, New Zealand, Globalization - different worldviews - indigenous peoples and global economic concepts - Readings in Paradigm Wars - South American, Philippines, Arctic,</td>
</tr>
<tr>
<td>2c Comparative cultural study in with most -material devoted to non-U.S Areas</td>
<td>The course covers and examines impacts of colonization and attempts at decolonization from a global indigenous perspective. Also means economic systems viewed as cultural comparative</td>
<td>Syllabus - understanding of different indigenous cultural worldviews, the impacts of colonization, and views of decolonization.</td>
</tr>
<tr>
<td>2d cultural significans of a non-U.S. centered global issue - role of target issue within culture and interrelatedness of various global cultures on that issue. examining the issue's place within eachculture and the effects of that issue on world cultures.</td>
<td>This course focuses on the impacts of imperialism, colonization, and globalization on global Indigenous peoples. Therefore we look at their cultures, worldviews, political, social, economic systems and the changes/impacts as well as the attempts to decolonize - revitalize, counter, address colonization though their cultural worldview and contexts</td>
<td>Syllabus, Readings</td>
</tr>
<tr>
<td>2d cultural significans of a non-U.S. centered global issue - role of target issue within culture and interrelatedness of various global cultures on that issue. examining the issue's place within each culture and the effects of that issue on world cultures.</td>
<td>This course focuses on the impacts of imperialism, colonization, and globalization on Indigenous peoples in U.S. and world. It is important to understand that while Indigenous nations in U.S. are not physically outside of U.S., they have separate and distinct cultures outside of American culture. Moreover, American Indians have separate and distinct legal, political, and cultural distinctions from US political, economic, legal and social systems. Most classes on US do not cover Indigenous peoples in US. Indigenous nations in US fit (presented in class) within the larger global Indigenous cultural context.</td>
<td>Syllabus, Readings</td>
</tr>
</tbody>
</table>
Catalog Course Description

AIS 480 - Actualizing Decolonization

Course description: Provides an in-depth investigation of the theory and concepts of colonization, decolonization, and Indigenous peoples in America, with brief comparisons with global Indigenous peoples and experiences. Covers classic scholarly works on colonization and decolonization to understand the frameworks in which colonization and decolonization develops, expands, and impacts Indigenous peoples. Through that theoretical understanding, examines and formulates ways in which decolonization can impact and be integrated into Indigenous lives and communities. Students shift from theory to praxis by writing and presenting on an informal grant proposal for a decolonizing project that can be implemented in an Indigenous or non-Indigenous community.

AIS 480 Reading List

Books


Articles/Chapters


* All or part non-U.S.
AIS 480: Actualizing Decolonization

Dr. Myla Vicenti Carpio  
Office: Dscvry Hall. Rm 356 B  
Phone: 480)727-7989  
Vicenti@asu.edu  
Office Hours: Monday/Tuesday 1:00-2:30pm  
or by appointment

Fall 2012  
Monday 4:30-7:15pm  
ED 338 (Farmer Bldg)  
Line # 87339

Course Description and Course Objectives
This course grounds students in the theory and concepts of colonization, decolonization and Indigenous peoples in America, with brief comparisons with global Indigenous peoples and experiences. Through that theoretical understanding, we will examine and formulate ways in which decolonization can impact and be integrated into Indigenous lives and communities.

Students will:
- know and understand an overview of the historical political relationship between Indigenous peoples in America and U.S. Federal government  
- Define and understand the origins, processes and ramifications of imperialism, colonization, and decolonization  
- Analyze the social, economic and political impact of Colonization on Indigenous peoples in America, with brief comparisons with global Indigenous peoples and experiences  
- Explore and Analyze the social, economic and political impact of Decolonization  
- know and understand the issues facing Indigenous populations and organizations as a result of colonization and globalization  
- Understand and demonstrate Decolonization from theory to praxis

Student Learning Outcomes
From this course students will effectively:
- Critically analyze, identify, and evaluate media and readings from a variety of texts  
- Demonstrate their knowledge and critical reading and thinking skills through class discussion, written reviews and presentations.  
- Orally demonstrate an understanding of the course content through small-group and classroom discussions  
- Formulate and develop a decolonization project and presentation in an informal grant proposal

Readings
Gregory Maguire, Wicked: The Life and Times of the Wicked Witch of the West
Albert Memmi, Colonized and the Colonizer
Taiaiake Alfred, Peace Power Righteousness
Mandy J. Paradigm Wars
Waziyatawin and Yellow Bird, *For Indigenous Eyes Only*
Waziyatawin, *What does Justice Look Like*

**Grades**
I will be using the + / - grading system. My grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>1000-970</td>
</tr>
<tr>
<td>A</td>
<td>969-940</td>
</tr>
<tr>
<td>A-</td>
<td>939-900</td>
</tr>
<tr>
<td>B+</td>
<td>899-870</td>
</tr>
<tr>
<td>B</td>
<td>869-840</td>
</tr>
<tr>
<td>B-</td>
<td>839-800</td>
</tr>
<tr>
<td>C+</td>
<td>799-770</td>
</tr>
<tr>
<td>C</td>
<td>769-700</td>
</tr>
<tr>
<td>D</td>
<td>699-600</td>
</tr>
<tr>
<td>E</td>
<td>599-0</td>
</tr>
</tbody>
</table>

**Assignments below total points - 1000pts**
- **5 – Thesis Reviews** – A 250 word (max.) review of a specific article. The focus must be on stating the author’s thesis and supporting evidence for the article. Five reviews are required in the first 5 weeks. However, if readings are not being done, they will be assigned the full semester. (100 pts)
- **4 – 3-5 page written analysis of the readings.** Students will write a critical review of a book or 3-4 articles. I am looking for different areas of discussion: Identifying and analyzing the author’s thesis, How book relates to or illustrates issues discussed in class and other books/articles we have read. (400 pts total)
- **10 page (min) paper/project.** Develop a project for the purpose of decolonization within a community or educational, political, economic, or social environment. The paper should be in an informal grant proposal form. (200 pts)
- **Presentation 15-18 minute presentation of the project.** Explain how it is a decolonizing project, specific funding requests, and organization of the project/program. (100 pts).
- **Participation – throughout the semester – 200 pts**

**Late Papers and Assignments.** Submit papers to SafeAssignment. All papers should be placed in SafeAssign in Blackboard, no emailed papers. The Final paper should be printed and handed in and submitted to SafeAssign. Turn in all papers and assignment to Safe Assignments on Blackboard. When you download your paper or assignment – if you do not see the online confirmation, I do not have it.

Papers and assignments are late after 11:59pm on the due date as long as student attends class. **Late papers are accepted up to 7 days past their due date. NO LATER.** Each day they are late, 10% will be deducted from total possible points.

**5-308 Student Code of Conduct.**
Prohibits “all forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism.” Sanctions include, failing grade of assignment, course, and/or expulsion or suspension from the university. Any student caught cheating or plagiarizing will receive a failing grade or an XE grade in this course.
As stated in the Student Academic Integrity Policy, "Plagiarism means using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately."

You are responsible for knowing the Student Code of Conduct and Student Academic Integrity Policy.

Academic Integrity  http://provost.asu.edu/academicintegrity

Classroom Etiquette
- **Cell Phones.** I do not allow or tolerate the use of cell phones during class. Turn off cell phone or ringer during class. If you are expecting an emergency call, turn your phone to non-ring/vibrate and take your call outside the classroom with minimal disruption. I do not allow ANY text messaging in class. If you are caught text messaging in class, you will be asked to leave class for that day. Should the problem continue the professor will consider it disruptive and withdraw you from the course.

- **Computers.** I allow the use of computers in class for note-taking only. While in class disable the wi-fi capability. If you are caught using the computer for anything other than note-taking in class, e.g., surfing the web or IM, you will be asked to leave class for that day. Should the problem continue the professor will consider it disruptive and withdraw you from the course.

- **Recording.** Recording will only be permitted for justified reasons and with explicit written permission from the instructor. Any unauthorized recording or duplication of course materials including but not limited to lectures and handouts without the expressed written consent of the instructor is prohibited. These materials are protected by copyright under Arizona Common Law. If you wish to duplicate materials or tape record for your own use, you must obtain permission from the instructor and dispose of the copy and/or recording at the end of the course.

- Although I encourage classroom discussion, remarks and statements that I find offensive and those I perceive to be offensive to other students, such as those that denigrate or dehumanize others will NOT be tolerated.

Attendance. Attendance is required. We meet only once a week which is the equivalent to 2.5 classes. Therefore, missing more than two weeks will negatively impact your grade. It is your responsibility to keep up with readings and papers. In case of an emergency absence, let the professor know as soon as possible, by phone, email, or in-person. In case of death in family, please inform the Student Advocacy Office (965-6547, Student Services Bldg. 263), they will inform all your professors of your absence. I understand ceremonies take place throughout the semester, please let me know ahead of time, if possible. Inform me of any absences due to ceremonies so we may arrange when papers turned in with a minimal penalty.
Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the University Center Building, Suite 160. DRC staff can also be reached at: 602-496-4321 (V), 602-496-0378 (TTY), and at: DPCDisabilityQ@asu.edu. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies can be viewed at: http://campus.asu.edu/downtown/drc.

Incompletes. I do not give incompletes, unless unusual or emergency circumstances mitigate. An incomplete is only given if student has completed 2/3 of semester’s work or in emergency circumstances after student has had discussions with professor. I have found that incompletes impede student progress and create more difficulties during completion. If left incomplete, student’s grade becomes an E after a calendar year. Therefore, if any difficulties arise, please come talk to me as soon as possible.

I reserve the right to administer pop quizzes if I feel the readings are not being completed.

**This syllabus is not written in stone; therefore, I reserve the right to change assignments and topics.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8/27</td>
<td>Introduction What is colonization?</td>
<td>Wicked</td>
</tr>
<tr>
<td>M 9/3</td>
<td>Labor Day</td>
<td></td>
</tr>
<tr>
<td>M 9/10</td>
<td>What is Colonization? Acts of colonization</td>
<td>Definition and example Memmi: 3-18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BlackBoard: Smith 20-43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paradigm Wars – Part 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thesis Review – Smith or Memmi</td>
</tr>
<tr>
<td>M 9/17</td>
<td>Philosophies, Structures</td>
<td>Memmi, 19-76, BlackBoard: Rothman,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wolfe, Laenui</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paradigm Wars – Part 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Impacts of Colonization</td>
<td><strong>Critique Due 1</strong></td>
</tr>
<tr>
<td>M 10/1</td>
<td>Impacts of Colonization</td>
<td>Memmi, 119-141, Paradigm Wars – Part 3 Thesis Review – Paradigm Wars</td>
</tr>
<tr>
<td>M 10/8</td>
<td><strong>Decolonization - What is Decolonization?</strong></td>
<td>BlackBoard: Freire 43-69, LaDuke Alfred – Peace Power</td>
</tr>
<tr>
<td></td>
<td>Decolonization Concepts, Philosophies Discussion</td>
<td><strong>Thesis Review – Power</strong></td>
</tr>
<tr>
<td>M 10/15</td>
<td>Fall Break (October 13-16) No Class</td>
<td></td>
</tr>
<tr>
<td>M 10/22</td>
<td>What does it look like?</td>
<td><strong>Critique Due 2</strong></td>
</tr>
<tr>
<td></td>
<td>Indigenous Knowledge Recovery</td>
<td>Alfred - Righteousness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BlackBoard: Graham – Hingangaroa Smith, Wilson, 359-372</td>
</tr>
<tr>
<td>M 10/29</td>
<td>Indigenous action and freedom</td>
<td>Paradigm Wars - Part 4 Paradigm Wars Part 5 Letter of Intent</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>M 11/5</td>
<td><strong>Theory to Praxis</strong></td>
<td><strong>Critique Due 3</strong></td>
</tr>
<tr>
<td></td>
<td>What needs to be done?</td>
<td>Wilson and Yellow Bird – readings from this book will be assigned to students</td>
</tr>
<tr>
<td>M 11/12H</td>
<td>Veterans Day</td>
<td><strong>No Class</strong></td>
</tr>
<tr>
<td>M 11/19</td>
<td>What can we do?</td>
<td>Wilson and Yellow Bird – readings from this book will be assigned to students</td>
</tr>
</tbody>
</table>


2c, d
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 11/26</td>
<td>What can we do?</td>
<td>Waziyatawin – <em>Justice Chapter 1-4</em></td>
</tr>
<tr>
<td></td>
<td>What are you going to do?</td>
<td>Thesis Review</td>
</tr>
<tr>
<td>M 12/3</td>
<td>Discussion</td>
<td>Waziyatawin – <em>Justice Chapter 5, 6</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critique 4</td>
</tr>
<tr>
<td>M 12/10</td>
<td>Last day of class – Presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Final</strong></td>
<td><strong>Presentations – Final</strong></td>
<td><strong>Final 4:30-6:20pm</strong></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PARADIGM WARS

Indigenous Peoples’ Resistance to Globalization

EDITED BY
Jerry Mander and Victoria Tauli-Corpuz
International Forum on Globalization

SIERRA CLUB BOOKS
SAN FRANCISCO
# Contents

## Part One. CULTURE CLASH

1. Introduction: Globalization and the Assault on Indigenous Resources  
   - Philip Windsor  
   - Jerry Monder  
   - Victoria Tauli-Corpuz  

2. Our Right to Remain Separate and Distinct  
   - Leslie Gray  
   - John Mohawk  
   - Winona LaDuke  

3. Aspects of Traditional Knowledge and Worldview  
   - The People Belong to the Land - US  
   - Subsistence and Materialism - US  
   - The Whole Planet Is the Holy Land - US, Brazil  
   - Indigenous Ecological Knowledge - US, Brazil  
   - Jeannette Armstrong  
   - Darrell Posey  
   - Luis Macas  

4. Community: "Sharing One Skin" - Canada  

5. Amautawasi Quechuan University - Ecuador

## Part Two. GLOBALIZATION: RULES OF THE GAME

6. World Bank and IMF Impacts on Indigenous Economies  
   - Box A: Eight Impacts of IMF/World Bank Structural Adjustment Programs  
   - Victoria Tauli-Corpuz  
   - Victor Menotti  

7. How the World Trade Organization Diminishes Native Sovereignty - Canada, Mexico, Bolivia  
   - Box B: Mayan Revolt at Cancun, 2003  
   - Debra Harry  

8. High-Tech Invasion: Biocolonialism  
   - Box C: Code of Ethics of the International Society of Ethnobiology  
   - Vandana Shiva

9. TRIPS Agreement: From the Commons to Corporate Patents on Life  
   - Box D: Whose Common Property?

## Part Three. DIVERSE IMPACTS ON INDIGENOUS PEOPLES

10. Infrastructure Development in the South American Amazon  
   - Brazil, Ecuador, Peru  
   - Janet Lloyd, Atossa Soltani, and Kevin Koenig

11. Climate Change in the Arctic - Alaska, Greenland, Russia, Canada  

   - Antonio Juhazs


14. Sacred Objects, Art and Nature in a Global Economy - Canada  


16. Mixed Promises of Ecotourism - Belize, Ecuador, Australia  
   - Box E: Toward an Indigenous Ecotourism  
   - Mark Dowie  
   - E. Kooohan Paik  
   - Suzanne York  

17. The Fall and Rise of a Native Language - Hawaii  

18. Genetic Pollution of Mayan Corn - Mexico  
   - Sheila Watt-Cloutier  
   - Zohl de Ixtar  
   - Terri-Lynn Williams-Davidson  
   - Mark Dowie  
   - Suzanne York  
   - E. Kooohan Paik  
   - Suzanne York
Part Four. FOCUS ON EX extractive Industries

19. Ogoni People of Nigeria versus Big Oil
20. The Philippine Mining Act of 1995
21. Briefing Reports
   Oil Development and the U’wa
   Megaproject: Plan Puebla Panama
   The Chad-Cameroon Pipeline and the Bagyéli
   Oil and Natural Gas in Siberia and the Nenets
   Nuclear Waste Dumps and the Western Shoshone Nation
   Gold Mining and the Western Shoshone
   A Landmark Legal Case: Cobell v. Norton
   Gold in Borneo and the Dayak
   Transmigration, Resources, Freeport McMori, and Genocide in West Papua
   Gold Mining in Papua New Guinea and the Lihir
   Box F. Indigenous Peoples’ Declaration on Extractive Industries

Part Five. TURNING POINTS

22. Report from “The Heart of the Earth”: Second Continental Summit of Indigenous Peoples
23. Bolivia’s Indigenous Revolution
   Box C: Venezuela’s Constitutional Provisions on the “Rights of Indigenous Peoples”
25. Indigenous Brief to WTO: How the Denial of Aboriginal Title Serves as an Illegal Export Subsidy
26. The Prospect Ahead
   Box H: Partial List of Institutional Gains, 1994–2004
27. Epilogue: Summary and Final Comments

APPENDIXES

Active Groups and Resources
United Nations Draft Declaration on the Rights of Indigenous Peoples
Indigenous Peoples’ Seattle Declaration
The International Cancun Declaration of Indigenous Peoples
The Mataatua Declaration
The Kimberley Declaration
About the Contributors
About the International Forum on Globalization
still exists between the artist and his subject. Instead of being irritated by what writers say, and accusing them of trying to create disturbances which they only describe and announce, it would be better to listen more attentively and take their warnings more seriously. Do I not have the right, after so many disastrous and useless colonial wars, to think that this book could have been useful to the colonizer as well as to the colonized?

A.M.
PARIS, 1965
# Contents

Thanksgiving  ix  
First Words  xi  
A Note on Terminology  xxv

## PEACE

Native American Political Traditions  1  
Native Political Elites  30

## POWER

The Abuse of Power  44  
Re-empowerment  46  
'Sovereignty'—An Inappropriate Concept  55  
Colonial Mentalities  73  
Co-optation  70  
Self-Conscious Traditionalism  80  
Leadership  89  
Responsibility  91

## RIGHTEOUSNESS

Money  114  
Modern Treaties: A Path to Assimilation?  119  
For the Youth: Towards a New Native Leadership  128

Notes  147  
Bibliography  159  
Index  169
What Does Justice Look Like?

The Struggle for Liberation in Dakota Homeland

Waziyatawin, Ph.D.

Contents

A Note to Readers vii

Introduction: Envisioning Justice in Minnesota 3

1. How Minnesotans Wrested the Land from Dakota People 17

2. A Call for Truth Telling 71

3. Taking Down the Fort 97

4. Just Short of Breaking Camp 119

5. Developing Peaceful Co-Existence 167

Index 177

Author Information 185

About Living Justice Press 187

Books from Living Justice Press 191
For Indigenous Eyes Only
A Decolonization Handbook

Edited by Waziyatawin Angela Wilson and Michael Yellow Bird

School of American Research
Santa Fe

c. 2005
Contents

List of Figures vii
Contributing Authors ix

1. Beginning Decolonization 1
   Waziyatawin and Michael Yellow Bird

2. Tribal Critical Thinking Centers 9
   Michael Yellow Bird

3. Just Good Sports: The Impact of "Native" References in Sports on Native Youth 31
   and What Some Decolonizers Have Done About It
   Suzan Shown Harjo

4. Decolonizing NAGPRA 53
   James Riding In

5. Decolonizing Indigenous Diets 67
   Waziyatawin

6. The Decolonization of Indigenous Governance 87
   Robert Odawi Porter

7. Defying Colonization Through Language Survival 109
   Waziyatawin

8. Decolonizing Through Storytelling 127
   Chi’XapKaid
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornel Pewewardy</td>
<td></td>
</tr>
<tr>
<td>10. Organizing Indigenous Governance to Invent the Future</td>
<td>157</td>
</tr>
<tr>
<td>T'hohakahoken</td>
<td></td>
</tr>
<tr>
<td>11. Decolonizing Tribal Enrollment</td>
<td>179</td>
</tr>
<tr>
<td>Michael Yellow Bird</td>
<td></td>
</tr>
<tr>
<td>12. Relieving Our Suffering: Indigenous Decolonization and a United States Truth Commission</td>
<td>189</td>
</tr>
<tr>
<td>Waziyatawin</td>
<td></td>
</tr>
<tr>
<td>Index</td>
<td>207</td>
</tr>
</tbody>
</table>