



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

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

Academic Unit College of Liberal Arts and Sciences Department American Indian Studies

Subject AIS Number 480 Title Actualizing Decolonization Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested 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.Lucie@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:

Name Myla Vicenti Carpio Phone 480-727-7989

Mail code 4603 E-mail: Vicenti@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): John Tippeconnic III Date: 1/20/2015

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

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] | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S. | Syllabus |
| | | 2. The course must match at least one of the following descriptions: (check all which may apply): | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 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. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. The course is a language course for a contemporary non-English language, and has a significant cultural component. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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. | Syllabus, Readings |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 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, Readings |

| Course Prefix | Number | Title | Designation |
|---------------|--------|----------------------------|----------------------|
| AIS | 480 | Actualizing Decolonization | Global Awareness (G) |

Explain in detail which student activities correspond to the specific designation criteria.

Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet) | How course meets spirit (contextualize specific examples in next column) | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus) |
|---|---|---|
| SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue | SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK. | 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 & 5 do the same for Korea and modules 6 & 7 do the same for the UK. |
| 1. Composed of subject matter that address or leads to an understanding of the contemporary world outside of the U.S.1 | The course examines the process and implications of imperialism, colonization, globalization on a global scale - South America, Canada, New Zealand, Mexico, Arctic | 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, |
| 2c Comparative cultural study in with most -material devoted to non-U.S Areas | 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 | Syllabus - undertanding of different indigenous cultural worldviews, the impacts of colonization, and views of decolonization. |
| 2d cultral 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. | 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 | Syllabus, Readings |

| | | |
|--|--|---------------------------|
| <p>2d cultral 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.</p> | <p>This course focuses on the impacts of imperialism, colonization, and globalization on Indigenous peoples in U.S. and world.</p> <p>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.</p> | <p>Syllabus, Readings</p> |
|--|--|---------------------------|

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

- *Alfred, Gerald R. *Peace, Power, Righteousness :An Indigenous Manifesto*. 2nd ed. Don Mills, Ont.; New York: Oxford University Press, 2009.
- *Mander, Jerry, Victoria Tauli-Corpuz, and International Forum on Globalization. *Paradigm Wars :Indigenous Peoples' Resistance to Globalization*. New expa ed. San Francisco: Sierra Club Books, 2006.
- *Memmi, Albert. *The Colonizer and the Colonized* [Portrait du colonisé, précédé du portrait du colonisateur. English]. Expa ed. Boston: Beacon Press, 1991; 1965.
- Wilson, Angela Cavender. *What does Justice Look Like? :The Struggle for Liberation in Dakota Homeland*. 1st ed. St. Paul, Minn.: Living Justice Press, 2008.
- Wilson, Angela Cavender and Michael Yellow Bird. *For Indigenous Eyes Only :A Decolonization Handbook*. School of American Research Native America Series. Santa Fe: School of American Research, 2005.

Articles/Chapters

- Brave Heart, M. Y. and L. M. DeBruyn. "The American Indian Holocaust: Healing Historical Unresolved Grief." *American Indian and Alaska Native Mental Health Research : Journal of the National Center* 8, no. 2 (1998): 56-78.
- *Freire, Paulo. "Chapter 3" In *Pedagogy of the Oppressed* [Pedagogia do oprimido.English]. 30th anniversary ed. New York: Continuum, 2000.

Laenui, Poka. "Processes of Decolonization." *Reclaiming Indigenous Voice and Vision* (2000): 150-160.

———. "The Rediscovery of Hawaiian Sovereignty." *American Indian Culture and Research Journal* 17, no. 1 (1993): 79-102.

Poupart, Lisa M.. "The Familiar Face of Genocide: Internalized Oppression among American Indians." *Hypatia* 18, no. 2 (2003): 86-100.

*Smith, Graham H. "Mai i Te Maramatanga, Ki Te Putanga Mai o Te Tahuritanga: From Conscientization to Transformation." *Educational Perspectives* 37, no. 1 (2004): 46-52.

*Smith, Linda Tuhiwai. "Introduction" in *Decolonizing Methodologies :Research and Indigenous Peoples*. 2nd ed. London; New York: Zed Books, 2012.

*Smith, Linda Tuhiwai. "Chapter 1: Imperialism, History, Writing, and Theory" in *Decolonizing Methodologies :Research and Indigenous Peoples*. 2nd ed. London; New York: Zed Books, 2012.

Trask, Haunani-Kay. "Lovely Hula Hands: Corporate Tourism and the Prostitution of Hawaiian Culture." *Contours (Bangkok)* 5, no. 1 (1991): 8-14.

Wilson, Angela Cavender. *What does Justice Look Like? :The Struggle for Liberation in Dakota Homeland*. 1st ed. St. Paul, Minn.: Living Justice Press, 2008.

*Wolfe, P. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8, no. 4 (2006): 387-409.

* 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*

Taiiaki Alfred, *Peace Power Righteousness*

Mandy, 5, *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:

| | | | |
|---------------|--------------|--------------|-------------|
| A+ = 1000-970 | B+ = 899-870 | C+ = 799-770 | D = 699-600 |
| A = 969-940 | B = 869-840 | C = 769-700 | E = 599-0 |
| A- = 939-900 | B- = 839-800 | | |

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.

Student Code of Conduct *et al.* <http://students.asu.edu/srr>
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: DPCDisability-Q@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.

| Date | Topic | Readings/Assignments |
|--------|---|--|
| M 8/27 | Introduction What is colonization? | Wicked |
| M 9/3 | Labor Day | |
| M 9/10 | What is Colonization? Acts of colonization | Definition and example Memmi: 3-18 BlackBoard: Smith 20-43 <i>Paradigm Wars</i> – Part 1 & 2 Thesis Review – Smith or Memmi |
| M 9/17 | Philosophies, Structures | Memmi, 19-76, BlackBoard: Rothman, Wolfe, Laenui <i>Paradigm Wars</i> – Part 2 |

2 c, d

| | | |
|-----------|---|--|
| | | Thesis Review -Wolfe |
| M 9/24 | Discussion Impacts of Colonization | Memmi 79-118, BlackBoard: Poupart, Brave Heart and Debryn, Trask Critique Due 1 |
| M 10/1 | Impacts of Colonization | Memmi, 119-141, <i>Paradigm Wars</i> – Part 3 Thesis Review– Paradigm Wars |
| M 10/8 | Decolonization - What is Decolonization? Decolonization Concepts, Philosophies Discussion | BlackBoard: Freire 43- 69, LaDuke Alfred – Peace Power Thesis Review – Power |
| M 10/15 | Fall Break (October 13-16) No Class | |
| M 10/22 | What does it look like? Indigenous Knowledge Recovery | Critique Due 2 Alfred - Righteousness BlackBoard: Graham – Hingangaroa Smith, Wilson, 359-372 |
| M 10/29 | Indigenous action and freedom Discussion | <i>Paradigm Wars</i> - Part 4 <i>Paradigm Wars</i> Part 5 Letter of Intent |
| M 11/5 | Theory to Praxis What needs to be done? | Critique Due 3 Wilson and Yellow Bird – readings from this book will be assigned to students. |
| M 11/12 H | Veterans Day | No Class |
| M 11/19 | What can we do? | Wilson and Yellow Bird – readings from this book will be assigned to students. |

2c,d

2d

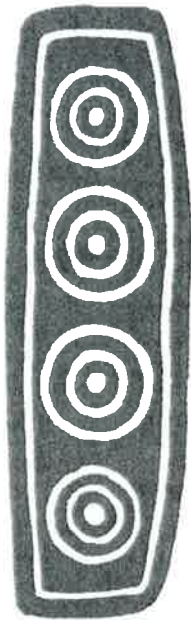
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| M 11/26 | What can we do? | Waziyatawin – Justice Chapter 1-4 |
| | What are you going to do? | Thesis Review |
| M 12/3 | Discussion | Waziyatawin – Justice Chapter 5, 6 Critique 4 |
| M 12/10 | Last day of class – Presentations | |
| Final Monday 12/17 | Presentations – Final | Final 430-620pm |

- 2d

2d

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 | Jerry Mander | 3 |
| 2. Our Right to Remain Separate and Distinct - <i>Philippines + Global</i> | Victoria Tauli-Corpuz | 13 |
| 3. Aspects of Traditional Knowledge and Worldview The People Belong to the Land - <i>US</i> Subsistence and Materialism - <i>US</i> The Whole Planet Is the Holy Land - <i>US</i> Indigenous Ecological Knowledge - <i>US, Brazil</i> | Winona LaDuke John Mohawk Leslie Gray Darrell Posey | 23 |
| 4. Community: "Sharing One Skin" - <i>Canada</i> | Jeannette Armstrong | 35 |
| 5. Amautawasi Quechuan University - <i>Ecuador</i> | Luis Macas | 41 |

Part Two. GLOBALIZATION: RULES OF THE GAME

| | | |
|---|---|----|
| 6. World Bank and IMF Impacts on Indigenous Economies <i>Box A: Eight Impacts of IMF/World Bank Structural Adjustment Programs</i> | <i>global examples</i> Victoria Tauli-Corpuz | 49 |
| 7. How the World Trade Organization Diminishes Native Sovereignty <i>Box B: Mayan Revolt at Cancun, 2003 - Canada, Mexico, Bolivia</i> | Victor Menotti | 59 |
| 8. High-Tech Invasion: Biocolonialism <i>Box C: Code of Ethics of the International Society of Ethnobiology</i> | Debra Harry | 71 |
| 9. TRIPS Agreement: From the Commons to Corporate Patents on Life <i>Box D: Whose Common Property?</i> | Vandana Shiva | 81 |

Part Three. DIVERSE IMPACTS ON INDIGENOUS PEOPLES

| | | |
|--|---|-----|
| 10. Infrastructure Development in the South American Amazon <i>South America - Brazil, Ecuador, Peru</i> | Janet Lloyd, Atossa Soltani, and Kevin Koenig | 89 |
| 11. Climate Change in the Arctic - <i>Alaska, Greenland, Russia, Canada</i> | Sheila Watt-Cloutier | 97 |
| 12. A-Bombs to Star Wars—The Sixty-Year War on <i>Marshall Islanders</i> | Zohi de Ishtar | 101 |
| 13. Global Water Wars <i>Bolivia, Africa, N. America</i> | Antonia Juhasz | 109 |
| 14. Sacred Objects, Art and Nature in a Global Economy - <i>Canada</i> | Terri-Lynn Williams-Davidson | 115 |
| 15. Conservation Refugees <i>Africa, US</i> | Mark Dowie | 123 |
| 16. Mixed Promises of Ecotourism <i>Belize, Ecuador</i> <i>Box E: Toward an Indigenous Ecotourism Australia</i> | Suzanne York | 133 |
| 17. The Fall and Rise of a Native Language - <i>Hawaii</i> | E. Koohan Paik | 139 |
| 18. Genetic Pollution of Mayan Corn <i>MEXICO</i> | Suzanne York | 145 |



Part Four. FOCUS ON EXTRACTIVE INDUSTRIES

| | | |
|--|--|-----|
| 19. Ogoni People of <u>Nigeria</u> versus Big Oil | <i>Oronto Douglas & Ike Okonta</i> | 153 |
| 20. The <u>Philippine</u> Mining Act of 1995 | <i>Tebtebba and IFG</i> | 159 |
| 21. Briefing Reports | <i>Tebtebba and IFG</i> | 163 |
| Oil Development and the U'wa | | |
| Megaproject: Plan Puebla Panama | | |
| The Chad-Cameroon Pipeline and the Bagyéli | | |
| Oil and Natural Gas in <u>Siberia</u> and the Nenets | | |
| Nuclear Waste Dumps and the Western Shoshone Nation <u>US</u> | | |
| Gold Mining and the Western Shoshone - <u>US</u> | | |
| A Landmark Legal Case: <i>Cobell v. Norton</i> - <u>US</u> | | |
| Gold in Borneo and the Dayak | | |
| Transmigration, Resources, Freeport McMoran, and Genocide in <u>West Papua</u> | | |
| Gold Mining in <u>Papua New Guinea</u> and the Lihir | | |
| <i>Box F: Indigenous Peoples' Declaration on Extractive Industries</i> | | |

Part Five. TURNING POINTS

| | | |
|--|------------------------------|-----|
| 22. Report from "The Heart of the Earth": Second Continental Summit of Indigenous Peoples | <i>Beverly Bell</i> | 181 |
| 23. Bolivia's Indigenous Revolution <i>Box G: Venezuela's Constitutional Provisions on the "Rights of Indigenous Peoples"</i> | <i>Suzanne York</i> | 187 |
| 24. Indian Country: "The Saudi Arabia of Wind" | <i>Winona LaDuke</i> | 195 |
| 25. Indigenous Brief to WTO: How the Denial of Aboriginal Title Serves as an Illegal Export Subsidy | <i>Arthur Manuel</i> | 203 |
| 26. The Prospect Ahead <i>Box H: Partial List of Institutional Gains, 1994-2004</i> | <i>Victoria Tauli-Corpuz</i> | 211 |
| 27. Epilogue: Summary and Final Comments | <i>Jerry Mander</i> | 223 |

APPENDIXES

| | |
|--|-----|
| Active Groups and Resources | 231 |
| United Nations Draft Declaration on the Rights of Indigenous Peoples | 243 |
| Indigenous Peoples' Seattle Declaration | 248 |
| The International Cancun Declaration of Indigenous Peoples | 251 |
| The Mataatua Declaration | 254 |
| The Kimberley Declaration | 256 |
| About the Contributors | 258 |
| About the International Forum on Globalization | 261 |

The colonizer and the colonized

Albert Memmi

EXPANDED EDITION

**Introduction by Jean-Paul Sartre
Afterword by Susan Gilson Miller**

Beacon Press Boston

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

Alsen

Preface—1965 vii

Introduction by Jean-Paul Sartre xxxi

One Portrait of the Colonizer 1

Does the colonial exist? 3

The colonizer who refuses 19

The colonizer who accepts 45

Two Portrait of the Colonized 77

Mythical portrait of the colonized 79

Situations of the colonized 90

The two answers of the colonized 119

Three Conclusion 143

Afterword by Susan Gilson Miller 155

Contents

Thanksgiving ix
First Words xi
A Note on Terminology xxxv

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

PEACE, POWER, RIGHTEOUSNESS

Canada

AN INDIGENOUS MANIFESTO

TAIAIAKE ALFRED

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The Struggle for Liberation in Dakota Homeland

Waziyatawin, Ph.D.



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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

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Contents

| | |
|--|-----|
| List of Figures | vii |
| Contributing Authors | ix |
| 1. Beginning Decolonization Waziyatawin and Michael Yellow Bird | 1 |
| 2. Tribal Critical Thinking Centers Michael Yellow Bird | 9 |
| 3. Just Good Sports: The Impact of “Native” References in Sports on Native Youth and What Some Decolonizers Have Done About It Suzan Shown Harjo | 31 |
| 4. Decolonizing NAGPRA James Riding In | 53 |
| 5. Decolonizing Indigenous Diets Waziyatawin | 67 |
| 6. The Decolonization of Indigenous Governance Robert Odawi Porter | 87 |
| 7. Defying Colonization Through Language Survival Waziyatawin | 109 |
| 8. Decolonizing Through Storytelling Chi’XapKaid | 127 |

| | |
|--|-----|
| 9. Ideology, Power, and the Miseducation of Indigenous Peoples in the United States Cornel Pewewardy | 139 |
| 10. Organizing Indigenous Governance to Invent the Future T'hohahoken | 157 |
| 11. Decolonizing Tribal Enrollment Michael Yellow Bird | 179 |
| 12. Relieving Our Suffering: Indigenous Decolonization and a United States Truth Commission Waziyatawin | 189 |
| Index | 207 |