



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](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto: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: 2/15/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>		
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

**Cultural Diversity [C]**

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<b>Course Prefix</b>	<b>Number</b>	<b>Title</b>	<b>General Studies Designation</b>
AIS	480	Actualizing Decolonization	C

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.

<b>Criteria (from checksheet)</b>	<b>How course meets spirit (contextualize specific examples in next column)</b>	<b>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</b>
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1. Must contribute to the understanding of Cultural Diversity in the United States	The course explores and examines American Indians in the United States. Students understand not only diversity in the US but among America Indian cultures.	Marked on Syllabus
2a Course is an in depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such education, history, language, literature, art, music, science, politics, work, religion, and philosop[y] of gender, racial ethnic and/or linguistic minority groups witin the US	The Course provides culture-specific understandings of social, political, and economic system as well as their experiences with other Nations and minority groups.	Marked on Syllabus
2c the course is primarlity a study of the social, economic, political, or psychological dimentions of relations between and among gender, racial, ethnic, and/or linguisteic minority groups within US	the course covers impact on gender roles in American Indian sociteites as well as the relationships and impacts of colonization/settler colonialism on American Indians and implication of ethnic minorities and US political and economic system on the social, economic, political, or psychological dimentions of American Indian culture and sociteity.	Marked on Syllabus

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## 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.

## **AIS 480/598: 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 2013**

**Monday 4:30-7:15pm**

**ED 236 (Farmer Bldg)**

**Line # 82227**

### **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*

Jerry Mander, et.al, *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*

Albert Memmi, *Colonized and the Colonizer*



Taiaiake Alfred, *Peace Power Righteousness*  
Waziyatawin and Yellow Bird, *For Indigenous Eyes Only*  
Waziyatawin, *What does Justice Look Like*

**For Graduate Credit:**

TBA

**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)
- 3 – 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. (300 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)
- Letter of Intent. For grant proposal – project description, budget, focus. (100pts)
- 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)
- *For Graduate Students* – 1) Either the Project or a Literature Review covering the additional literature and literature in student’s research area. 2) Student can either present on literature or lead a class discussion. (300pts)

**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>

### **Expectations of Students**

- **Come to class prepared.** It is your responsibility to know which assignments and readings are due and to come to class having read or completed written assignments. (please see Late Policy)
- **Turn in assignments on time.** Do not get in the habit of turning in assignments late or not at all. I have seen an increase of late or missing assignments. It is your responsibility as a student to turn in assignments on time. Do not let this become a habit you take into the workplace.
- **Ask for help.** If you are having academic difficulty, ask for help early. Do not wait until the end of semester, by that time it may be too late to take care of the issues or prevent a failing grade.

### **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.
- **Laptops.** I allow the use of computers in class for note-taking *or* to look up readings pertaining to class. While in class disable the wi-fi capability. Laptops, or phones should not be used to surfing the web, checking Facebook status (or the like) or email, play a game, or IM. Such uses of a laptop are distracting to you and classmates around you. If you or your classmates often seem distracted by what is on your screen, I will ask you to put the computer away and if it continues you will

be asked to leave class for that day. Should the problem persists 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](mailto: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.

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments</b>
M 8/26	<b>Introduction</b> What is colonization?	<b>Wicked</b>
M 9/2	Labor Day	
M 9/9	What is Colonization? Acts of colonization	Definition and example <b>Memmi:</b> 3-18 <i>Paradigm Wars – Part 1</i> <i>Thesis Review 1 –Memmi or Part 1</i>
M 9/16	Philosophies, Structures	<b>Memmi,</b> 19-76, <b>BlackBoard:</b> Rothman, Laenui <b>Paradigm Wars – Part 2</b> <i>Thesis Review 2-</i>
M 9/23	Discussion Impacts of Colonization	<b>Memmi 79-118,</b> <b>BlackBoard:</b> Poupart, Brave Heart and Debryn, Trask
M 9/30	Impacts of Colonization	<b>Memmi, 119-141,</b> <b>Paradigm Wars – Part 3</b> <i>Book Critique Due 1</i>
M 10/7	<b>Decolonization - What is Decolonization?</b> Decolonization Concepts, Philosophies Discussion	<b>BlackBoard:</b> Freire 43-69, <b>Alfred – Peace Power</b> <i>Thesis Review 3– Power</i>
M 10/14	Fall Break (October 12-15) No Class	
M 10/21	What does it look like?	<b>Alfred - Righteousness</b>

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	Indigenous Knowledge Recovery	<b>BlackBoard:</b> Graham Hingangaroa Smith <i>Book Critique 2 Due</i>
M 10/28	Indigenous action and freedom Discussion	<b>Letter of Intent Readings TBA</b>
M 11/4	<b>Theory to Praxis</b> What needs to be done?	<b>Wilson and Yellow Bird</b> – readings from this book will be assigned to students.
M 11/11 H	Veterans Day	<b>No Class</b>
M 11/18	What can we do?	<b>Wilson and Yellow Bird</b> – readings from this book will be assigned to students. <i>Book Critique Due 3</i>
M 11/25	What can we do? What are you going to do?	<b>Waziyatawin – Justice Chapter 1-4</b> <i>Thesis Review 5</i>
M 12/2	Discussion	<b>Waziyatawin – Justice Chapter 5, 6</b>
<b>Final M 12/9</b>	Presentations	<b>Final 430-620pm</b>

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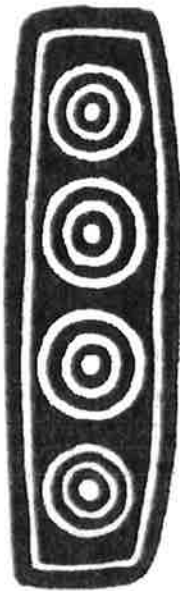
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# PARADIGM WARS

*Indigenous Peoples' Resistance  
to Globalization*



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

SIERRA CLUB BOOKS  
SAN FRANCISCO

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# **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

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AN INDIGENOUS MANIFESTO

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TAIAIAKE ALFRED

• • •

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OXFORD  
UNIVERSITY PRESS

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# What Does Justice Look Like?

*The Struggle for Liberation in Dakota Homeland*

**Waziyatawin, Ph.D.**

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Living Justice Press  
ST. PAUL, MINNESOTA



# For Indigenous Eyes Only

A Decolonization Handbook

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School of American Research  
Santa Fe

*c. 2005*

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