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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department</th>
<th>American Indian Studies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS</td>
<td>480</td>
<td>Actualizing Decolonization</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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 (SO/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)

Chair/Director name (Typed): John Tippeconnic III
Date: 2/15/15

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
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
**ASU--[C] CRITERIA**

**CULTURAL DIVERSITY IN THE UNITED STATES**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. A Cultural Diversity course must meet the following general criteria:</strong></td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Syllabus, Reading List</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The course must contribute to an understanding of cultural diversity in <em>contemporary</em> U.S. Society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus, Reading List</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</strong></td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Syllabus, Reading List</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Syllabus, Reading List</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus, Reading List</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Syllabus, Reading List</td>
</tr>
</tbody>
</table>

*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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS</td>
<td>480</td>
<td>Actualizing Decolonization</td>
<td>C</td>
</tr>
</tbody>
</table>

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.

<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>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>1. Must contribute to the understanding of Cultural Diversity in the United States</td>
<td>The course explores and examines American Indians in the United States. Students understand not only diversity in the US but among American Indian cultures.</td>
<td>Marked on Syllabus</td>
</tr>
<tr>
<td>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 philosophy) of gender, racial ethnic and/or linguistic minority groups within the US</td>
<td>The Course provides culture-specific understandings of social, political, and economic system as well as their experiences with other Nations and minority groups.</td>
<td>Marked on Syllabus</td>
</tr>
<tr>
<td>2c the course is primarily a study of the social, economic, political, or psychological dimentions of relations between and among gender, racial, ethnic, and/or linguistic minority groups within US</td>
<td>the course covers impact on gender roles in American Indian societies 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 soctiety.</td>
<td>Marked on Syllabus</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


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:

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

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. 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 8/26</td>
<td><strong>Introduction</strong> What is colonization?</td>
<td>Wicked</td>
</tr>
<tr>
<td>M 9/2</td>
<td>Labor Day</td>
<td></td>
</tr>
</tbody>
</table>
| M 9/9     | What is Colonization? Acts of colonization | Definition and example Memmi: 3-18  
Paradigm Wars – Part 1  
Thesis Review 1 – Memmi or Part 1 |
| M 9/16    | Philosophies, Structures             | Memmi, 19-76, BlackBoard: Rothman, Laenui  
Paradigm Wars – Part 2  
Thesis Review 2- |
| M 9/23    | Discussion Impacts of Colonization    | Memmi 79-118, BlackBoard: Poupart, Brave Heart and Debryn, Trask |
| M 9/30    | Impacts of Colonization              | Memmi, 119-141, Paradigm Wars – Part 3  
Book Critique Due 1 |
| M 10/7    | Decolonization - What is Decolonization? Decolonization Concepts, Philosophies Discussion | BlackBoard: Freire 43-69,  
Alfred – Peace Power  
Thesis Review 3– Power |
<p>| M 10/14   | Fall Break (October 12-15) No Class  |                                                             |
| M 10/21   | What does it look like?              | Alfred - Righteousness                                    |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 10/28</td>
<td>Indigenous action and freedom Discussion</td>
<td>Letter of Intent Readings TBA</td>
</tr>
</tbody>
</table>
| M 11/4   | **Theory to Praxis**
          | What needs to be done?                    | Wilson and Yellow Bird – readings from this book will be assigned to students. |
| M 11/11 H| Veterans Day                             | No Class                                  |
| M 11/18  | What can we do?                          | Wilson and Yellow Bird – readings from this book will be assigned to students. Book Critique Due 3 |
| M 11/25  | What can we do?
          | What are you going to do?                 | Waziyatawin – Justice Chapter 1-4
          |                                          | Thesis Review 5                           |
| M 12/2   | Discussion                               | Waziyatawin – Justice Chapter 5, 6         |
| Final    | Presentations                            | Final 430-620pm                            |
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: Globalization and the Subsistence and Materialism - US
   Melissa Hinch 13

3. Aspects of Traditional Knowledge and Worldview - US
   Winona LaDuke 23
   The Whole Planet Is the Holy Land - US
   John Mohawk 23
   Indigenous Ecological Knowledge - US
   Leslie Gray 23
   Brazil
   Darrell Posey 23

4. Community: "Sharing One Skin" - Canada
   Jeanette Armstrong 35
   Luis Macas 41

5. Amautawasi Quechuan University - Ecuador

Part Two. GLOBALIZATION: RULES OF THE GAME

6. World Bank and IMF Impacts on Indigenous Economies
   Victoria Tauli-Corpuz 49
   Global examples

7. How the World Trade Organization Diminishes Native Sovereignty - Ecuador, Bolivia
   Victor Menotti 59

8. High-Tech Invasion: Biocolonialism - Mexico, Colombia, Brazil
   Debra Harry 71

9. TRIPS Agreement: From the Commons to Corporate Patents on Life
   Vandana Shiva 81

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 89

11. Climate Change in the Arctic - Alaska, Greenland, Russia, Canada
    Sheila Watt-Cloutier 97

    Zohi de Ishtar 101

    Antonio Juhasz 109

14. Sacred Objects, Art and Nature in a Global Economy - Canada
    Terri Lynn Williams-Davidson 115

15. Conservation Refugees - Africa
    Mark Dowie 123

16. Mixed Promises of Ecotourism - Belize, Ecuador
    Suzanne York 133

Box E: Toward an Indigenous Ecotourism

17. The Fall and Rise of a Native Language - Hawaii
    E. Koohan Paik 139

18. Genetic Pollution of Mayan Corn - Mexico
    Suzanne York 145
Part Four. FOCUS ON EXTRACTIVE INDUSTRIES

19. Ogoni People of Nigeria versus Big Oil
   Oronto Douglas & The Okonta 153
20. The Philippine Mining Act of 1995
   Tebtebba and IFG 159
21. Briefing Reports
   Oil Development and the U’wa
     Megasproject: Plan Puebla Panama
   The Chad-Cameroon Pipeline and the Bagyeli
   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 McMoran, 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
    Beverly Bell 181
23. Bolivia’s Indigenous Revolution
    Box C: Venezuela’s Constitutional Provisions on the “Rights of Indigenous Peoples”
    Suzanne York 187
    Winona LaDuke 195
25. Indigenous Brief to WTO: How the Denial of Aboriginal
    Title Serves as an Illegal Export Subsidy
    Arthur Manuel 203
26. The Prospect Ahead
    Box H: Partial List of Institutional Gains, 1994–2004
    Victoria Tauli-Corpuz 211
27. Epilogue: Summary and Final Comments
    Jerry Mander 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

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

RIGHTHEOUSNESS

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

Living Justice Press
ST. PAUL, MINNESOTA
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 and What Some Decolonizers Have Done About It 31
   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
   Cornel Pewewardy

10. Organizing Indigenous Governance to Invent the Future
    T'ho'ohahoken

11. Decolonizing Tribal Enrollment
    Michael Yellow Bird

12. Relieving Our Suffering: Indigenous Decolonization and a United States Truth Commission
    Waziyatawin

Index

vi  Contents