



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>American Indian Studies</u>
Subject	<u>AIS</u>	Number	<u>480</u>
Title	<u>Actualizing Decolonization</u>		Units: <u>3</u>
Is this a cross-listed course?	(Choose one)		
If yes, please identify course(s)	<u>N/A</u>		
Is this a shared course?	(choose one) If so, list all academic units offering this course		<u>N/A</u>
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 (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:

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 Date: 2/17/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus, Readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus, Readings
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus, Readings
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus, Readings
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
AIS	480	Actualizing Decolonization	Hu

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)
1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience	Throughout the course, students study the cultural values of Indigenous peoples in the US, Hawaii, Pacific, Canada, New Zealand and further explore the values in the context of humanity. Students also explore the values of economic and philosophical values and belief systems such as capitalism and colonization. Students understand the philosophies, ethics, belief systems of Indigenous peoples - and examine ways in which Empire has tried to impose differing views, beliefs, religions upon Indigenous peoples. Thus, Western European views, beliefs, religions are juxtaposed with Indigenous understandings of humanity to broaden the understanding of human cultural relationships.	<p>The course focus on the humanities is throughout the course. Each of the readings provides an understanding of different value, belief, religious systems.</p> <p>The readings and lectures provide a comparative understanding of different value systems and their interactions.</p> <p>See Syllabus and Reading list</p>
2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions	Students analyze the different belief systems through the interpretation and analysis of the readings - texts created by different culture groups. We analyze and understand the historical development of textual tradition of Indigenous peoples/philosophies/religious systems. Students develop a broad foundation on the development of concepts such as colonization, decolonization, neoliberalism, as well as the development of critiques utilizing Indigenous epistemologies	<p>The course focus on the humanities is throughout the course. Each of the readings provides an understanding of different value, belief, religious systems as a foundation to analyze the development of textual traditions on decolonization.</p> <p>The readings and lectures provide a comparative understanding of different value systems and their interactions.</p> <p>See Syllabus and Reading list</p>

<p>4a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought</p>	<p>Similar to the two above, in the course, students examine human thought through the study of Indigenous epistemologies and cultural traditions. Students analyze the different philosophical and theoretical views of culture, economics, capitalism, colonization, and decolonization. With a focus on understanding decolonization, students explore the ways Indigenous humanity has been impacted and develop possibilities that revitalize, recreate, and strengthen Indigenous culture, belief systems, and systems of thought/philosophies.</p>	<p>The course focus on the humanities is through out the course. Each of the readings provides an understanding of different value, belief, religious systems.</p> <p>The readings and lectures provide a comparative understanding of different value systems and their interactions. Students analyze systems and development of human thought, cultural beliefs through Indigenous epistemologies and ontologies.</p> <p>See Syllabus and Reading list</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.

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. 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 8/26	Introduction What is colonization?	Wicked <i>Don't be used later</i>
M 9/2	Labor Day	
M 9/9	What is Colonization? Acts of colonization	Definition and example Memmi: 3-18 <i>Paradigm Wars – Part 1</i> <i>Thesis Review 1 –Memmi or Part 1</i>
M 9/16	Philosophies, Structures	Memmi, 19-76, BlackBoard: Rothman, Laenui Paradigm Wars – Part 2 <i>Thesis Review 2-</i>
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 <i>Book Critique Due 1</i>
M 10/7	Decolonization - What is Decolonization? Decolonization Concepts, Philosophies Discussion	BlackBoard: Freire 43-69, Alfred – Peace Power <i>Thesis Review 3– Power</i>
M 10/14	Fall Break (October 12-15) No Class	
M 10/21	What does it look like?	Alfred - Righteousness

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	Indigenous Knowledge Recovery	BlackBoard: Graham Hingangaroa Smith <i>Book Critique 2 Due</i>
M 10/28	Indigenous action and freedom Discussion	Letter of Intent Readings TBA
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. <i>Book Critique Due 3</i>
M 11/25	What can we do? What are you going to do?	Waziyatawin – Justice Chapter 1-4 <i>Thesis Review 5</i>
M 12/2	Discussion	Waziyatawin – Justice Chapter 5, 6
Final M 12/9	Presentations	Final 430-620pm

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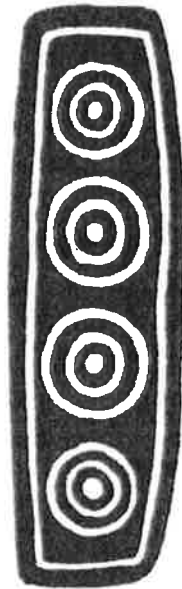
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PARADIGM WARS

*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

Preface

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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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Algerian

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OXFORD
UNIVERSITY PRESS

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Living Justice Press
ST. PAUL, MINNESOTA



For Indigenous Eyes Only

A Decolonization Handbook

*Edited by
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and Michael Yellow Bird*



School of American Research
Santa Fe

c. 2005

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