

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School (Select One) College of Liberal Arts and Sciences Department/School American Indian Studies

Prefix: AIS Number: 494 Title: American Indian Food Justice and Sovereignty Units: 3

**Course description:**

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: \_\_\_\_\_

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? NO

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** (Choose One) Cultural Diversity in the US - C **Mandatory Review:** (Choose one) Yes

*Note- a **separate** proposal is required for each designation.*

**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).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**Area 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. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**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 course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Myla Vicenti Carpio E-mail Vicenti@asu.edu Phone 480-727-7989

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

Chair/Director name (Typed): Stephanie J. Fitzgerald Date: 8-31-2021

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.	Syllabus and Reading List
		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.	Syllabus and Reading List
<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.	Syllabus and Reading List

Course Prefix	Number	Title	General Studies Designation
AIS	494	American Indian Food Justice and Sovereignty	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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>Example-</b> See 2b. Compares 2 U.S. cultures	<b>Example-</b> Compares Latino & African American Music	<b>Example-</b> 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 cultural diversity in the US, but the cultural diversity among American Indian nations.	Marked on Syllabus in Green
2a 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 US	The Course provides culture-specific understandings of Indigenous food, social, political, and economic systems as well as their experiences and relationships with other Nations and minority groups.	Marked on Syllabus in Blue
2c 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 US	The course covers impacts on food systems, health, and gender roles in American Indian societies as well as the relationships and impacts of colonization/settler colonialism on American Indians and implications of ethnic minorities and US political and economic system on the social, economic, political, or psychological dimensions of American Indian culture and society.	Marked on Syllabus in Yellow

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## Course Catalog Description

This course examines the differences between Indigenous food systems, food justice, and food sovereignty from an American Indian Studies and Indigenous perspective. We will explore the interconnections between Indigenous knowledge, food, food systems, ecology and culture. We will examine how US colonialism has effected American Indian foods, food systems and health and explore the ways Indigenous peoples and nations are reviving traditional foods and food systems or developing new markets, policies, and opportunities for Indigenous Food Sovereignty. In addition to understanding the policies and concepts regarding food sovereignty, food justice, and traditional food systems, students may have the opportunity to work on their own garden or with a community garden.

# **AIS 494 American Indian Food Justice and Sovereignty**

**Dr. Myla Vicenti Carpio**  
**Office: Discover Hall Rm 356 B**  
**Phone: 480)727-7989**  
**Vicenti@asu.edu**

**Spring 2021**  
**T 450-735**

**Office Hours T 10:30am-12 pm**  
**W 1:30-3:00pm**  
**or by appointment (email)**

## **Course Description and Course Objectives**

This course allows students to understand the differences between Indigenous food systems, food justice, and food sovereignty from an American Indian Studies and Indigenous perspective. We will explore the interconnections between Indigenous knowledge, food, food systems, ecology and culture. We will examine how US colonialism has effected American Indian foods, food systems and health and explore the ways Indigenous peoples and nations are reviving traditional foods and food systems or developing new markets, policies, and opportunities for Indigenous Food Sovereignty. In addition to understanding the policies and concepts regarding food sovereignty, food justice, and traditional food systems, students may have the opportunity to work on their own garden or with a community garden.

Students will:

- Know and understand an overview of the historical political relationship between Indigenous peoples in America and U.S. Federal government
- Define food justice/sovereignty; discuss how food justice intersects with other conceptions of justice (global, social, economic, and environmental), and with inequities involving race, class, gender and governance
- Define and understand the origins, processes and ramifications of imperialism, colonization, and decolonization
- Analyze the social, economic and political impact of global and local food systems on Indigenous peoples in America, with brief comparisons with global Indigenous peoples and experiences
- Explore and analyze the social, economic and political impact of concepts of food sovereignty, food justice, and food security in American Indian societies
- Know and understand the changes in how American Indian nations have viewed and expressed food systems, ecology, and environment

## **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
- Verbally demonstrate an understanding of the course content through small-group and classroom discussions
- Understand, formulate and develop theoretical frameworks of Food Justice and Food Sovereignty in American Indian societies

## **ASU Sync**

This course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule. The "Attend via Sync" button in the students' myASU schedule will direct to the instructor's PMI. If you would like them to attend via a different room, you should specify here and send out a communication before class begins.

If you cannot physically be on campus due to travel restrictions or personal health concerns, you will be able to attend your classes via ASU Sync or through iCourses during the fall semester. If you will not be on-campus for the fall semester, you are expected to contact your professors to make accommodations.

## **Requiring face coverings at ASU locations**

Everyone will be required to wear a face cover while in ASU buildings. Face coverings will also be required in outdoor community spaces where social distancing is not possible.

## **Course Access**

Your ASU course can be accessed by Canvas or my.asu.edu; bookmark both in the event that one site is down.

## **Technology Requirements**

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

## **Additional Requirements:**

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free) (no longer supported)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

## **Student Success**

To be successful:



- check and use ASU email. All announcements and communication will be on your ASU email. If you do not use ASU email, be sure to forward your ASU email to the email you regularly use.
- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)
- [review the Student Tips for Learning with Zoom, https://uto.asu.edu/zoom-learning](https://uto.asu.edu/zoom-learning)
- Update Zoom weekly

## Communicating with the Instructor

### *Community Forum*

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. *You are encouraged to respond to the questions of your classmates.*

Email questions of a personal nature to your instructor. You can expect a response within 24 hours. Include course in Subject Line, ie. AIS 502

### *Chat*

The Chat tool in Canvas allows students and teachers to interact in real-time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

### *Email*

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

*All instructor correspondence will be sent to your ASU email account.*

## Readings

- Salmón, Enrique. *Eating the Landscape: American Indian Stories of Food, Identity, and Resilience*. Tucson: University of Arizona Press, 2012.
- Mihesuah, Devon A. and Hoover Elizabeth, eds. *Indigenous Food Sovereignty in the United States: Restoring Cultural Knowledge, Protecting Environments, and Regaining Health*. (Norman: University of Oklahoma Press, 2019).
- Mihesuah, Devon A. *Recovering our ancestors' gardens: Indigenous recipes and guide to diet and fitness*. University of Nebraska Press, 2020.

Additional readings online

## Assignments

## **Participation (100 points)**

Careful reading of the texts and informed participation in class is expected. Students are expected to come to class having read the assigned material, ready to actively participate in discussion about the material with questions, thoughts, and ideas. Students should also be prepared to discuss readings as described below.

Students are encouraged to consider the following questions when preparing for class:

What is the thesis of the reading? How is the literature mobilized to support the thesis? What evidence and documentation are provided? What presuppositions does the author make? What further questions does this reading provoke?

## **Written assignments (20 pts each for 100 points)**

Five analytical responses to the readings: students will write a no more than 3-page, typed, double-spaced analysis to the readings. Please note that this is NOT a summary.

Students should organize their response around a key idea from the readings (if a book), or 3 three of the articles or chapters (be sure to cite where you got the information). Discuss the significance of the idea for the reading: how does it reflect the key points of the argument(s) and the readings' key concepts of food justice and food sovereignty? What larger questions or ideas for exploration does the reading/s provoke? Do not consult outside sources for this assignment—rely upon your own analysis and thought.

- **Garden work (optional, instead of 2 written assignments)**

Working in Garden will be the equivalent of 2 written assignments (up to 40 points). The time spent working in the garden must be documented by the instructor and the garden manager. Student must work a minimum of 5 work session for credit. Professor must be notified within the first 2 weeks of class that the student will be participating in this option. Garden work is not meant to be used to make up missed assignments.

- **Creating your own garden (optional, instead of 2 written assignments)**

Creating your own garden: the must be documented from start to finish in order for it count as two written assignments. You must include a journal and photographs on the progress of the garden. Garden is not meant to be used to make up missed assignments. Discuss this option with professor prior to beginning)

## **Food Reflection (50 points each) (100 total)**

- 1) For 5 days – keep a food and drink diary. Keep track of the food you eat and what you drink for a 5-day period. For each item, note where the food or drink was grown, processed, and by whom.
- 2) 2) Make up a typical grocery list for one week. Go to a grocery store with two objectives: 1) compare the prices of organic foods and non-organic foods and note how accessible organic foods are; 2) from that same grocery list, find as many non- GMO products as possible. What are they and what do they cost compared to “regular” foods? (Due to Covid-19 concerns and restrictions – this may be done by online shopping)

## **Policy Search (50pts)**

Find 5 policies/acts/laws that pertain to food sovereignty. Similar to an annotated bibliography, in 5 sentences after each entry, explain how it relates to food sovereignty.

## **Post Class discussion (5 x 20pts = 100 points total)**

Each week prior to class (except for last week) students will post on discussion board answering three questions and reply to at least one post. (see Assignment info on Canvas)

**Final Paper 10-15 pages (100pts) Grad (200pts)** The research presentation is due at the end of the semester. The Presentation should focus on a Native community or Native issues surrounding Indigenous food sovereignty. Focus on their traditional food systems and the work they are doing to return to those systems or reclaim their systems through food sovereignty projects. What changes have they instituted, and what are they doing to achieve food sovereignty. Or, what is the issue faced. How does it relate to Indigenous food sovereignty. Why is this issue important to food sovereignty. The research requires at least 10 references. More information forthcoming.

## **Grades**

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

A+= 100-97%	B+ = 89-87%	C+ = 79-77%	D = 69-60%
A = 96-94	B = 86-84	C = 76-70	E = 59-0
A -=93-90	B- = 83-80		

## **Graduate Students**

Graduate students will be expected to do additional work for graduate credit. Students will have additional readings and a 20 page research paper instead of presentation.

**Submitting Assignments** All assignments, unless otherwise announced, **MUST** be submitted to the designated area (assignments) of Canvas. Do not submit an assignment via email. It is your responsibility to make sure that your assignment was successfully submitted.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure your account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

**Late or Missed Assignments: No Late Papers.** Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

## **Classroom and Zoom Etiquette**

- **Cameras.** I require cameras to be on during class. They can be turned off during breaks but must turned on when class resumes.
- **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 completely drop 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 completely drop 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.
- **Classroom Discussion.** 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.** Required. We only meet once a week, therefore missing more than one class is substantial. One excused (I must be notified) absence is accepted. Two or more absences may result in a drop in a letter grade.

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.

## **ACADEMIC INTEGRITY**

All students are expected to adhere to the highest personal and professional standards. This link to the University Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) is provided for your information. Any violation of ASU standards for academic integrity in written work, research, etc. will be processed through established campus protocol.

### **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.

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

<http://www.asu.edu/studentlife/judicial/integrity.html>

**Student Accessibility and Inclusive Learning Services:** 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. <https://eoss.asu.edu/drc> or email at : [DRC@asu.edu](mailto:DRC@asu.edu). Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

### **Policy against threatening behavior**

ASU's policy against threatening behavior (Student Services Manual SSM 104-02 "Handling Disruptive, Threatening or Violent Individuals on Campus"): All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

**Title IX** is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or you have been sexually assaulted, Please contact someone, a professor, police, or administrators. ASU is a mandatory report university; we must report any such case brought to us. You can also find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>

### **Policy on Sexual Discrimination**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

**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. Therefore, if any difficulties arise, please come talk to me as soon as possible.

I reserve the right to administer more than the required written assignments if I feel the readings are not being completed.

### Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

### Course Itinerary

Date	Topic	Readings/Assignments
Week 1 T 1/12	Introduction  Historical Context	
Week 2 T 1/19	<i>Indigenous Knowledge/Indigenous Food Systems</i>  <i>General Studies – 1 and 2a and 2c</i>	<b>Cajete</b> - Chapter 1 and 2 [1, 2a] <b>Mihesuah</b> – Chapter 2, Case study 1 [2c] <b>Salmon</b> , ch. 1 [1, 2a]
Week 3 T 1/26	<i>Changes in Indigenous Food Systems</i>  <i>General Studies – 1 and 2a</i>	<b>Salmon</b> – ch. 3, 4 <b>Mihesuah</b> – 4, 5  <i>Assignment: Food Reflection 1</i>
Week 4 T 2/2	Changes in Indigenous health, lifestyles  <i>General Studies – 1, 2a, 2c – both readings</i>	<b>Mihesuah</b> Ch. 1 and case study 2 <b>Hoover</b> – Ch. 9 <b>Analysis #1</b>
Week 5 T 2/9	Food Sovereignty, Food Justice, Food Security  <i>General Studies – 1 and 2a – Both readings</i>	Eric Holt-Giménez, “From Food Crisis to Food Sovereignty: The Challenge of Social Movements”  María Elena Martínez-Torres & Peter M. Rosset – “La Vía Campesina: the birth and evolution of a transnational social movement” Shiva - TBA <b>2<sup>nd</sup> Food Assignment</b>
Week 6 T 2/16	GMO, BioColonialism  <i>General Studies – 1 and 2a and 2c</i>	D. Harry reading (canvas) Video: Hawaii and the Anti-GMO Movement [1, 2a, 2c]
Week 7 T 2/23	Indigenous Food Sovereignty  <i>General Studies – 1, 2c – both readings</i>	<b>Hoover</b> – Ch. 1, 2 TBA <b>Analysis #2</b>

Week 8 T 3/2	~Challenges ~Climate, Environment <i>General Studies – 1 and 2a</i>	Hoover- Ch. 14 TBA
Week 9 T 3/9	~Farming, Seeds Policies <i>General Studies – 1 and 2a and 2c</i>	Hoover- ch. 11, 12 TBA Policy assignment
Week 10 T 3/16	~Recovering - Health	Hoover – ch 13 Salmon – ch 5 <b>Analysis #3</b>
Week 11 T 3/23	~Health ~Initiatives, Actions, Communities <i>General Studies – 1 and 2a</i>	<b>Cajete-ch. 4</b> Salmon – ch 6 TBA
Week 12 T 3/30	~Initiatives, Actions, Communities <i>General Studies – 1 and 2a</i>	Hoover – 3, 4 Videos – (Canvas) TBA Analysis #4
Week 13 T 4/6	~Initiatives, Actions, Communities	Hoover – ch
Week 14 T 4/13	Where do we go from here Final Presentations	Videos – (Canvas) Analysis #5
Week 15 T 4/20	Final Presentations	

# **INDIGENOUS FOOD SOVEREIGNTY IN THE UNITED STATES**

**Restoring Cultural Knowledge,  
Protecting Environments,  
and Regaining Health**

**Edited by  
DEVON A. MIHESUAH and ELIZABETH HOOVER**

Foreword by WINONA LADUKE

UNIVERSITY OF OKLAHOMA PRESS : NORMAN





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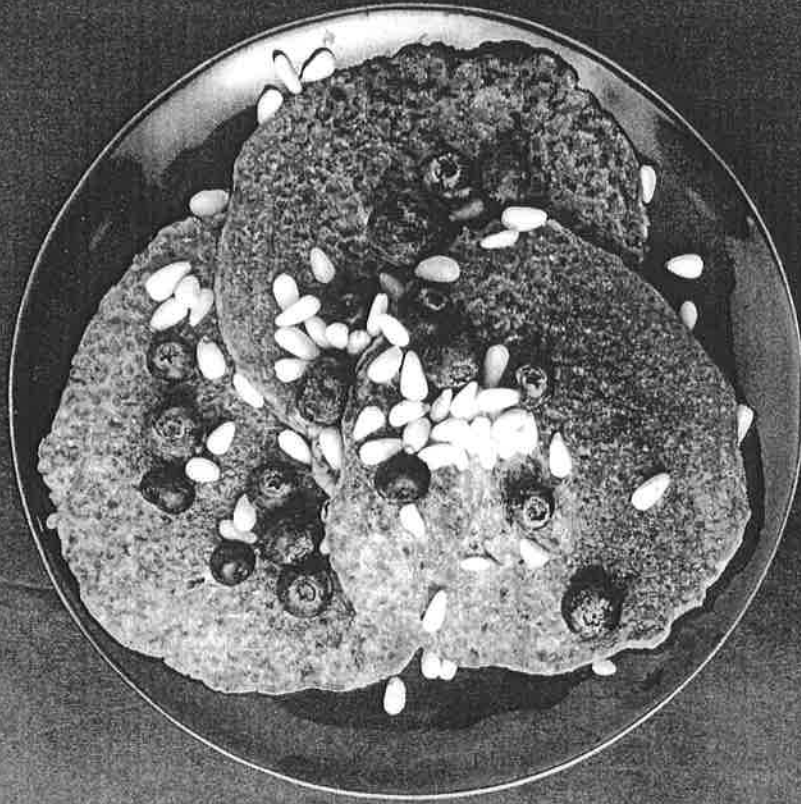
# Recovering Our Ancestors' Gardens

*Indigenous Recipes  
and Guide to  
Diet and Fitness*

REVISED EDITION

Devon A. Mihesuah

University of Nebraska Press  
LINCOLN



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