

INTL 432/532 INDIGENOUS CULTURAL SURVIVAL (draft)

CRN #13121 / 13128

Time: 4:00 – 5:50 PM, TR (Fall 2015)

Instructor: Dr. Greg Ringer

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Office Hours: 3:00pm – 3:50pm Thursday or appointment

Tell me and I forget.

Teach me and I remember.

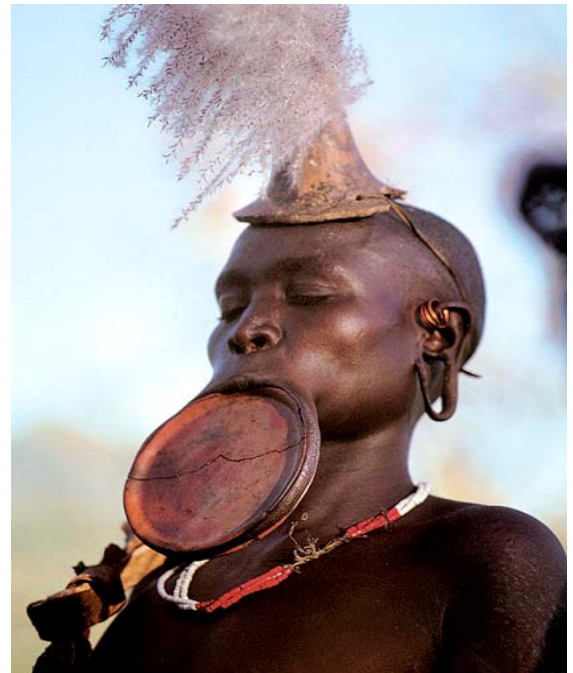
Involve me and I learn. (B Franklin)

Course abstract: Indigenous peoples represent more than 5,000 distinct cultural groups worldwide. Often self-defined through historic territorial claims, cultural identity, and social histories distinct from the dominant populations, Native peoples today face both social and environmental crises as they integrate into a world economy. Victimized by ethnic conflict and political subservience, and vulnerable to continued colonial exploitation and commercialization of traditional practices and lifestyles, indigenous people are increasingly forced to prove their “indigeneity” and cultural “authenticity” to regain political, social, and territorial rights unjustly denied. Yet, the criteria by which Aboriginal peoples are evaluated and judged as they strive to sustain their unique character, language and access to equitable job opportunities, education, health, and natural resources are too frequently ill-defined and biased.

This seminar, therefore, combines classroom discussion and independent research to evaluate contemporary trends and challenges to indigenous cultural survival. Through assigned readings, selected case studies, and guest speakers from the Americas, Europe, Africa, Asia, and the Pacific, students will examine the discourse and legitimacy of post-colonial indigenous people, and issues of tribal distribution, cultural heritage tourism and learning, language, communication, political representation, land ownership, occupation, and residency. Also studied are the varied local and national laws, definitions, and perceptions of indigenous peoples applied by the International Labor Organisation, the UN, World Bank, and other government aid agencies and CBOs.

Objectives: Upon successful completion of this seminar, students will be able to:

- ✓ Define indigenous and non-indigenous groups in terms of social and spatial distribution, legal and linguistic variances, self-descriptions, and local viewpoints;
- ✓ Understand and discuss the impacts of migration and colonial settlement on cultures in different territories, and the interrelated issues and implications for indigenous people and places worldwide;



- ✓ Analyze significant development trends and the consequences of globalization on the socioeconomic, political, technological, and ecological assets of Aboriginal and Native peoples;
- ✓ Discuss the role of international travel, trade, communication, and education in promoting transnational appreciation and understanding of indigenous communities;
- ✓ Design and present a development plan that sustains indigenous peoples' sovereignty and identity in select locations, and acknowledges the distinctive knowledge, values, and membership of the Native groups.

Grades: Credit (IS major) or P/N. To earn a grade of C or higher, students must satisfactory:

- ✓ Attend and actively engage in all assignments & discussions. Students may miss one class without penalty or excuse. Each additional absence will result in a 1-point deduction from the total score at the end of the term. Points also deducted for excessive tardiness.
- ✓ Complete all assigned readings before the class date.
- ✓ Submit all assignments when due at the beginning of class. Late assignments not accepted without prior instructor approval.

INTL 532 (Graduate credit only): Each graduate student will lead one class discussion. Come to your selected session well-prepared with important ideas and background information related to the week's assigned readings and topic, as well as questions or a related activity for students. A sign-up sheet will be circulated during the first week of class.

Final grades will be based on the following matrix (*details follow weekly class schedule*):

1. Quiz (40%)
2. Weekly reading packet (25%)
3. Team cultural survival project (25%)
4. Attendance (5%) & participation (5%)

Electronic Devices: Only students seated in front row of classroom may use laptops or other electronic devices. This will allow the instructor and other students to easily view all open devices. Students using electronic devices for non-class purposes or disrupting other students will be asked to leave the classroom and points will be deducted as absent.

Class Format: As a seminar, all students are expected to actively participate in class discussion and presentations. Students must be able to work independently and collaborate online.

Weekly Discussion Topics & Readings: All assigned readings are posted on Canvas and are to be read before each class meeting.

Date	Topic & Assigned Readings	Case Study
Week 1 Sept 29 – Oct 1	<p>Introduction: What is indigenous culture?</p> <ul style="list-style-type: none"> • Holder, C. (2008, January) Culture as an activity and human right: An important advance for indigenous peoples and international law. <i>Alternatives: Global, Local, Political</i>, 33(1), 	Europe

	<p>7-28.</p> <ul style="list-style-type: none"> • Kvaale, K. (2011) Something begotten in the state of Denmark? Immigrants, territorialized culture, and the Danes as an indigenous people. <i>Anthropological Theory</i>, 11(2), 223-255. • Riseth, J. (2007, June) An indigenous perspective on National Parks and Sámi reindeer management in Norway. <i>Geographical Research</i>, 45(2), 177-185. • Sapolsky, R. (2014) Op-Ed: Our geography, ourselves. <i>LA Times</i>, 4 August, pp. 1-3. • Stavenhagen, R. (2013) Chapter 3. Cultural rights: A social science perspective. In <i>Peasants, Culture and Indigenous Peoples: Critical Issues</i>. New York: Springer, pp. 29-52. 	
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<p>Week 2 Oct 6-8</p>	<p>Who is indigenous?</p> <ul style="list-style-type: none"> • Berkes, F. & I. Davidson-Hunt (2006) Biodiversity, traditional management systems, and cultural landscapes: Examples from the boreal forest of Canada. <i>International Social Science Journal</i>, 58(187), 35-47. • Bhawuk, D.P.S. (2008) Globalization and indigenous cultures: Homogenization or differentiation? <i>International Journal of Intercultural Relations</i>, 32, 305-317. • Liebler, C. A. (2010) Homelands and indigenous identities in a multiracial era. <i>Social Science Research</i>, 39, 596-609. • Maciel, R. & T. Vine (2012) Redistribution and recognition: Assessing alternative frameworks for Aboriginal policy in Canada. <i>The International Indigenous Policy Journal</i>, 3(4), 1-15. • Sillitoe, P. & M. Marzano (2009) Future of indigenous knowledge research in development. <i>Futures</i>, 41, 13-23. • Eisenberg, A. (2013, June) Indigenous cultural rights and identity politics in Canada. <i>Review of Constitutional Studies</i>, 18(1), 89-109. • Lemelin, R. H., et al. (2013) Chapter 14. Indigenous people: Discussing the forgotten dimension of dark tourism and battlefield tourism. In D. K. Müller, et al. (Eds.) <i>New Issues in Polar Tourism Communities, Environments, Politics</i> (pp. 205-215). Dordrecht: Springer. • Turner, N., et al. (2013) Blundering intruders: Extraneous impacts on two indigenous food systems. <i>Human Ecology</i>, 41, 563-574. • Wilson, K. & E. Peters (2005) "You can make a place for it": Remapping urban First Nations spaces of identity. <i>Environment and Planning D: Society and Space</i>, 23(3), 395-413. 	<p>First Nations, Canada</p>
<p>Week 3 Oct 13-15</p>	<p>So what? Why (do we) care?</p> <ul style="list-style-type: none"> • Biolsi, T. (2005, May) Imagined geographies: Sovereignty, 	<p>Native Americans & Alaskans</p>

	<p>indigenous space, and American Indian struggle. <i>American Ethnologist</i>, 32(2), 239-259.</p> <ul style="list-style-type: none"> • Bryan, J. (2009) Where would we be without them? Knowledge, space and power in indigenous politics. <i>Futures</i>, 41, 24-32. • Callaway, D. (2014) <i>Effects of climate change on subsistence communities in Alaska</i>. Anchorage, AK: U.S. National Park Service, Department of the Interior, pp. 1-16. • Child, B. (2011, Spring) The absence of indigenous histories in Ken Burns' <i>The National Parks: America's Best Idea</i>. <i>The Public Historian</i>, 33(2), 24-29. • Kuokkanen, R. (2011, Spring) Indigenous economies, theories of subsistence, and women. <i>American Indian Quarterly</i>, 35(2), 215-240. • Ornelas, R. (2011, October) Managing the sacred lands of Native America. <i>The International Indigenous Policy Journal</i>, 2(4), 1-13. • Schumann, S. & S. Macinko (2007) Subsistence in coastal fisheries policy: What's in a word? <i>Marine Policy</i>, 31, 706-718. • Wexler, L. (2013) Looking across three generations of Alaska Natives to explore how culture fosters indigenous resilience. <i>Transcultural Psychiatry</i>, 51(1), 73-92. 	<p>M 10/13 Bob Garcia, Confederated Tribes of the Coos, Lower Umpqua & Siuslaw Indians</p> <p>W 10/15 Gordon Bettles, UO Native American flagpole project</p> <p>W 10/15 Bob Hart, National Park Service cultural heritage identification & interpretation @ Little Big Horn</p>
<p>Week 4 Oct 20-22</p>	<p>Indigenous values & knowledge</p> <ul style="list-style-type: none"> • Higashi, S. (2015) An alternative approach to land and forest management in northern Lao PDR. In C. Erni (Ed.) <i>Shifting Cultivation, Livelihood and Food Security: New and Old Challenges for Indigenous Peoples in Asia</i> (pp. 255-290). Bangkok: UN Food and Agriculture Organization, International Work Group for Indigenous Affairs, and Asia Indigenous Peoples Pact. • <i>LA Times Staff</i> (2014) China complains SAT may impose American values on its best students. <i>LA Times</i>. 1 September, 1-4. • McKay, D. (2006, December) Rethinking indigenous place: Igorot identity and locality in the Philippines. <i>Australian Journal of Anthropology</i>, 17(3), 291-306. • Rerkasem, K., et al. (2009) Land use transformation in the mountainous mainland Southeast Asia region and the role of indigenous knowledge and skills in forest management. <i>Forest Ecology and Management</i>, 257(10), 2035-2043. • Tiejun, W., et al. (2012, February) Ecological civilization, indigenous culture, and rural reconstruction in China. <i>Monthly Review: An Independent Socialist Magazine</i>, 1, 29-44. • Tsai, B. & Y. Lo (2013, July) The spatial knowledge of indigenous people in mountainous environments: A case study of three Taiwanese indigenous tribes. <i>The Geographical Review</i>, 103(3), 390-408. 	<p>East Asia</p>

<p>Week 5 Oct 27-29</p>	<p>Indigenous rights, roles & relations</p> <ul style="list-style-type: none"> • Black, R. & E. Watson (2006) Local community, legitimacy, and cultural authenticity in postconflict natural resource management: Ethiopia and Mozambique. <i>Environment and Planning D: Society and Space</i>, 24(2), 263-282. • Breidlid, A. (2009) Culture, indigenous knowledge systems and sustainable development: A critical view of education in an African context. <i>International Journal of Educational Development</i>, 29, 140-148. • McDoom, O. (2013, March) Who killed in Rwanda's genocide? Micro-space, social influence and individual participations in intergroup violence. <i>Journal of Peace Research</i>, 50(4), 453-467. • Run, P. (2013, December) Reconsidering the crisis of confidence in indigenous African conflict resolution approaches: A postcolonial critique. <i>The Journal of Pan African Studies</i>, 6(6), 26-40. • Undie, C. & C. Izugbara (2011) Unpacking rights in indigenous African societies: Indigenous culture and the question of sexual and reproductive rights in Africa. <i>BMC International Health & Human Rights</i>, 11(Supp 3), 1-11. • Wiessner, S. (2011) The cultural rights of indigenous peoples: Achievements and continuing challenges. <i>The European Journal of International Law</i>, 22(1), 121-140. 	<p>Africa</p>
<p>Week 6 Nov 3-5</p>	<p>Indigenous (re)presentation & (re)production</p> <ul style="list-style-type: none"> • Bazian, H. (2014, Winter) The indigenous Palestinians: Twice dispossessed by the Biblical text. <i>Harvard International Review</i>, 35(3), 40-43. • Dutta, M. Z. (2002, July-December) Livelihood and mountain women: A case study of gender tourism in Garhwal Himalayas, Uttaranchal. <i>Himalayan and Central Asian Studies</i>, 6(3/4), 41-62. • Fenelon, J. & S. Murguia (2008) Indigenous peoples: Globalization, resistance, and revitalization. <i>American Behavioral Scientist</i>, 51(12), 1656-1671. • Ghanem, As'ad & M. Mustafa (2011, June) The Palestinians in Israel: The challenge of the indigenous group politics in the 'Jewish State'. <i>Journal of Muslim Minority Affairs</i>, 31(2), 177-196. • Gilbert, H. (2011) "This is not our life, it's just a copy of other people's": Bedu and the price of 'development' in South Sinai. <i>Nomadic Peoples</i>, 15(2), 7-32. • Lenzerini, F. (2011) Intangible cultural heritage: The living culture of peoples. <i>The European Journal of International Law</i>, 22(1), 101-120. • Ngulube, P. (2012, May) Revitalizing and preserving endangered indigenous languages in South Africa through writing and publishing. <i>South African Journal of Libraries &</i> 	<p>M 11/3 Balkan Roma Middle East & South Asia</p>

	<p><i>Information Science</i>, 78(1), 11-24.</p> <ul style="list-style-type: none"> • Silverman, C. (2013) Global Balkan Gypsy music: Issues of migration, appropriation, and representation. In S. Krüger & R. Trandafoiu (Eds.), <i>The Globalization of Musics in Transit: Music, Migration and Tourism</i>. New York: Routledge, pp. 185-208. • Wiedman, D. (2010) Global marketing of indigenous culture: Discovering Native America with Lee Tiger and the Florida Miccosukee. <i>American Indian Culture and Research Journal</i>, 34(3), 1-26. • Yahel, H., et al (2012, Summer) Fabricating Palestinian history: Are the Negev Bedouin an indigenous people? <i>Middle East Quarterly</i>, 19(3), 3-14. 	
<p>Week 7 Nov 10-12</p>	<p><i>Indigenous & environmental survivability</i></p> <ul style="list-style-type: none"> • Baird, R. (2008, April) Briefing: The impact of climate change on minorities and indigenous peoples. <i>Minority Rights Group International</i>, 1, 1-12. • Dockery, M. (2010, February 3) Culture and wellbeing: The case of indigenous Australians. <i>Social Indicators Research</i>, 99(2), 315-332. • Ens, E., et al. (2012) Australian approaches for managing 'country' using Indigenous and non-Indigenous knowledge. <i>Ecological Management & Restoration</i>, 13(1), 100-107. • Fitzsimons, P. & G. Smith (2000) Philosophy and indigenous cultural transformation. <i>Educational Philosophy and Theory</i>, 32(1), 25-41. • Leonard, S., et al. (2013) The role of culture and traditional knowledge in climate change adaptation: Insights from East Kimberley, Australia. <i>Global Environmental Change</i>, 23, 623-632. • Malone, G. (2007) Ways of belonging: Reconciliation and Adelaide's public space indigenous cultural markers. <i>Geographical Research</i>, 45(2), 158-166. • Mandelman, A. (2014) Unstrategic essentialism: Material culture and Hawaiian articulations of indigeneity. <i>Social & Cultural Geography</i>, 15(2), 172-200. • McCubbin, L., et al. (2013, April) Relational well-being: An indigenous perspective and measure. <i>Family Relations</i>, 62(2), 354-365. • Reimerson, E. (2012) Between nature and culture: Exploring space for indigenous agency in the Convention on Biological Diversity. <i>Environmental Politics</i>, 22(6), 992-1009. • Schoenberger-Orgad, M. & M. Toledano (2011) Strategic framing: Indigenous culture, identity, and politics. <i>Journal of Public Affairs</i>, 11(4), 325-333. • Vallega, A. (2007) The role of culture in island sustainable development. <i>Ocean & Coastal Management</i>, 50(5-6), 279-300. 	<p>Pacific Islands</p>

<p>Week 8 Nov 17-19</p>	<p>Independent team project field research</p> <ul style="list-style-type: none"> • Fleras, A. & R. Maaka (2010, October) Indigeneity-grounded analysis (IGA) as policy(-making) lens: New Zealand models, Canadian realities. <i>The International Indigenous Policy Journal</i>, 1(1), 1-34. • Maciel, R. & T. Vine (2012) Redistribution and recognition: Assessing alternative frameworks for Aboriginal policy in Canada. <i>The International Indigenous Policy Journal</i>, 3(4), 1-15. • Sillitoe, P. & M. Marzano (2009) Future of indigenous knowledge research in development. <i>Futures</i>, 41, 13-23. 	<p>*No class meetings on 11/17 or 11/19.</p>
<p>Week 9 Nov 24-26</p>	<p>Indigenous tourism & sustainable community</p> <ul style="list-style-type: none"> • Conklin, B. & L. Graham (2009, October) The shifting middle ground: Amazonian Indians and eco-politics. <i>American Anthropologist</i>, 97(4), 695-710. • Fariña, A. (2012, March) Bribri women lead the way in community-based tourism in Costa Rica. <i>Cultural Survival Quarterly</i>, 36(1): 1-3. • Fennell, D. (2008) Ecotourism and the myth of indigenous stewardship. <i>Journal of Sustainable Tourism</i>, 16(2), 129-149. • Greene, S. (2004, April) Culture as politics, culture as property in pharmaceutical bioprospecting. <i>Cultural Anthropology</i>, 45(3), 211-237. • Nova, C. M. (2003) The 'culture' of exclusion: Representations of indigenous women street vendors in Tijuana, Mexico. <i>Bulletin of Latin American Research</i>, 22(3), 249-268. • Radcliffe, S. & N. Laurie (2006) Culture and development: Taking culture seriously in development for Andean indigenous people. <i>Environment and Planning D: Society and Space</i>, 24(2), 231-248. • Townsend, C. (2011, October) The view from San Juan del Rio: Mexican indigenous annals and the history of the wider world. <i>Medieval History Journal</i>, 14(2), 323-342. 	<p>Latin America</p> <p>*No class 11/26, Thanksgiving holiday.</p>
<p>Week 10 Dec 1-3</p>	<p>Class presentations</p> <ul style="list-style-type: none"> • Team projects presented in class 	

INTL 432/532 Assignment Grade Matrix (Fall 2015)

1. Quiz (40%)

- Two (2) exams will be given in class during the term to measure student attendance, reading performance, and understanding of the discussion topics.
- Exam dates will not be announced in advance.
- No make-up credit permitted for missed exams.

2. Weekly Reading Packets (25%)

- Students must submit an annotated bibliography each Tuesday of the assigned weekly readings.
 - ✓ A total of 5 weekly packets are required (weeks 3-7).
 - ✓ The first annotated student packet is due at the beginning of class on Tuesday, October 13 for week 3 readings only.
 - ✓ The last packet is due in class on Tuesday, November 10 for week 7 readings only.
- The purpose of this assignment is to incentivize students to prepare for each week's class discussion.
 - ✓ Therefore, late submissions will not be accepted.
- Be specific and concise when annotating each week's readings.
 - ✓ What are the critical issues described in the sources?
 - ✓ Do you (dis)agree with the analysis & recommendations of the author(s)?
 - ✓ Why?
 - ✓ What would you do different?
- Submit all weekly assignments as a hardcopy – no email or electronic attachments.
 - ✓ Include your name & the due date on each packet (i.e., *Ringer, Oct 6*).
 - ✓ Each entry must be double-spaced.
 - ✓ All direct quotes & references must be properly cited.

3. Team Cultural Survival Project (25%)

Student teams will present an original project at the end of the term (week #10, December 1-3). The goal of each project is to directly benefit and sustain an indigenous community through international trade, travel, or learning. Therefore, your preferred development tools and targeted indigenous communities may be anywhere in the world.

- Team members will be randomly selected and notified during the second week of class.
- Projects must be presented as slideshows (PowerPoint, Prezi) or videos (YouTube).
- Total length = approximately 25 slides or 25 minutes total.

Each presentation must:

- Identify the affected indigenous community and their political, environmental, economic, social & technological challenges. **Who? Where? What?**

- Describe how your project will heighten awareness and appreciation by non-Native viewers of the threats faced by indigenous members to their cultural survival. ***So what? Why care?***
- Document three (3) specific ways in which your recommended approach will directly sustain the indigenous community and the human/natural environments upon which they depend. ***What to do? “Best practices” to adopt?***

Points	Team Cultural Survival Project Elements
25	<ul style="list-style-type: none"> • Identify & define indigenous community characteristics & “homeland”
25	<ul style="list-style-type: none"> • Heighten non-Native awareness & appreciation of indigenous community threats
25	<ul style="list-style-type: none"> • Three (3) specific recommendations to directly sustain indigenous people & “home” environments
10	<ul style="list-style-type: none"> • Properly cite external sources and data
10	<ul style="list-style-type: none"> • Textual & visual “legibility” of presentation
5	<ul style="list-style-type: none"> • Include a map with targeted location

4. Attendance (5%) & Active Participation (5%)

Participation requires more than simply attending class. Instead, credit is determined by individual student effort & active engagement in class assignments & discussions over the entire term.

Points	Student Participation Effort
10	Exemplary level of active participation, in excess of 91% of all other students in class or top 9% of class participants
6-9	Above normal level of feedback and participation, usually 81-90% of level exhibited by the most engaged students enrolled
5	Normal level of feedback and participation, typically 41-80% of maximum effort or what is expected of every student enrolled
1-4	Some feedback and limited participation, but rarely exceeds 20-40% of most active student participants in class
0	Minimal engagement in class feedback, typically sits in back of classroom & plays non-related electronic games, interacts less than 20% of the time compared to other students in class