CAST/POLT 252 – The Politics of Indigeneity
Fall 2014

MWF 10:00-10:50
Wilder 101

Professor Gilda Rodríguez
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Office hours:
Monday 11:00-12:00,
Wednesday 11:00 -1:00,
or by appointment

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Course Description:
This course examines the political identities and struggles for self-determination of indigenous peoples in the Americas, including the United States. We will analyze the interaction between the state and indigenous peoples, Native structures of governance, and claims of citizenship and rights by the indigenous, in transnational perspective. The course will emphasize the intersection between indigeneity and other categories of identity, particularly gender and sexuality.

Course Objectives:
- Develop a comparative understanding of indigeneity as a political identity in the Americas in the contemporary moment
- Analyze the intersection of indigenous identity with other categories of identity, such as gender and sexuality, and its coexistence with classifications such as race
- Interrogate theoretical concepts such as “citizenship,” “state,” and “nation,” informed by the lived realities of indigenous peoples
- Improve critical thinking skills through discussion and frequent writing

Requirements:
Active participation in class – 15%

This course and its success depend in great part on your active, informed participation and your willingness to critically analyze the course material. In order to participate effectively, you should complete all of the assigned readings in advance of our class meeting. Please bring readings to class with you, so that we can easily reference them in our discussions.

Attendance at every class is required. Please make every effort to arrive on time. You are allowed THREE unexcused absences without a direct penalty; any unexcused absence beyond that will result in a reduction by 1/3 of a letter grade of your final grade in the course (i.e., a B+ would become a B).

Weekly discussion board posts – 25%
Every week you will post a short reflection (around 300 words) on the readings
for the week to a class discussion board on Blackboard. Your reflection may deal with themes in one or more readings and should expand upon, anticipate, and/or draw connections between our in-class discussions.

I will post a series of discussion questions to serve as prompts for our thinking; feel free to address one or more or those questions, or choose your own topic to discuss.

Your posts should be submitted by **Tuesday at midnight each week** (a post due on Tuesday covers the reading from the Monday before it and the Wednesday and Friday that follow it).

These assignments are meant to get you thinking and writing about the issues in the class on a regular basis, and before you tackle a larger, more “formal” writing assignment. Think of them as an extension of the dialogue in our class discussions and treat them as such—you are expected to read and engage with your classmates’ posts. Posts are ungraded, but required. You may miss up to TWO board posts without penalty; in order to earn the full 25%, you must follow the general content, length, and deadline guidelines and not miss more than two posts.

**Midterm paper – 25%**
A 5-6 page (minimum 1250 words) analytical paper engaging the readings from the first few weeks of the course will be due on **Friday, October 10 at 11:59 pm**.
This paper will require no outside research. I will distribute more detailed guidelines, as well as paper topics, closer to the due date.

**Final paper – 35%**
Your final project for the course will be a paper of 8-10 pages in length (minimum 2000 words). This assignment can be approached either as a critical engagement with course material, requiring no outside research, or as a research paper related to issues covered in the course. If you choose the first option, you will be expected to make substantial use of readings from at least 5 weeks of the course. I will distribute more detailed guidelines closer to the due date; you will be strongly encouraged to discuss your paper topic with me well in advance of the deadline. The final paper will be due on **Friday, December 19 at 4:00 pm**.

- All written assignments should be submitted electronically via our Blackboard course site.
- Late work will be penalized a full letter grade for each day beyond the due date.
- Feel free to contact me via e-mail with any questions or concerns. Please allow 24 hours for a reply to your message, though in most cases I will respond much sooner.
- No electronic devices, including (but not limited to) laptops, tablets, and phones, may be used in the classroom without my prior permission.

**Honor Code:**
All students must follow the policies regarding academic honesty as outlined in the Oberlin College Honor Code. No violations will be tolerated. Please familiarize yourself with the policies, which can be found online at http://www.oberlin.edu/studentpolicies/honorcode/. If you have any questions about proper citation, the relationship of the Honor Code to your work in this course, or any other related issues, please do contact me.

Your two major written assignments (midterm paper and final paper) should include the statement “I affirm that I have adhered to the Honor Code in this assignment.” For practical reasons, and to maintain the flow of discussion, I do not require that you include the Honor Pledge in your discussion board posts. However, you are still required to adhere to the Honor Code in your discussion board work: all writing should be your own and any references to others’ work should be properly cited.

**Students with Disabilities:**
If you have a disability of any kind that may require academic accommodations in this course, please come see me during office hours or a scheduled appointment as soon as possible. If you have not already done so, do contact the Director of the Office of Disability Services, Jane Boomer, (jane.boomer@oberlin.edu, x55588, Peters Hall G28), who is responsible for coordinating accommodations and services for students with disabilities.

**Readings:**
There are five required books for this class; all are available at the Oberlin bookstore, but may be purchased or rented online or elsewhere:


All other readings can be found on the course's Blackboard site and are indicated by an asterisk below.

**Weekly Schedule:**

**INTRODUCTION: WHAT DOES IT MEAN TO BE INDIGENOUS IN THE 21ST CENTURY AMERICAS?**

**WEEK 1**

*Wednesday, September 3*

Introduction to the course

*Friday, September 5*


**WEEK 2**

*Monday, September 8*

James Tully, “The Struggles of Indigenous Peoples for and of Freedom” (Chapter 3 in Ivison et al)

*Wednesday, September 10*


*Friday, September 12*

Audra Simpson, “Paths Towards a Mohawk Nation: Narratives of Citizenship and Nationhood in Kahnawake” (Chapter 6 in Ivison et al)

**FINDING SPACE IN DISPLACEMENT: LOCALITIES, HUBS, AND CONNECTIONS**

**WEEK 3**

*Monday, September 15*

*Native Hubs*, Introduction and Chapter 1

*Wednesday, September 17*

*Native Hubs*, Chapter 2
Friday, September 19
Native Hubs, Chapter 3

WEEK 4
Monday, September 22
Native Hubs, Chapter 4

Wednesday, September 24
Native Hubs, Chapter 7

Friday, September 26
Will Kymlicka, “American Multiculturalism and the ‘Nations Within’” (Chapter 12 in Ivison et al)

WEEK 5
Monday, September 29
William Connolly, “The Liberal Image of the Nation” (Chapter 10 in Ivison et al)

Wednesday, October 1
*Julia M. Coates, “’This Sovereignty Thing’: Nationality, Blood, and the Cherokee Resurgence,” Who Is an Indian: Race, Place, and the Politics of Indigeneity in the Americas (Toronto: University of Toronto Press, 2013), 124-150.

Friday, October 3
Iris Marion Young, “Hybrid Democracy: Iroquois Federalism and the Postcolonial Project” (Chapter 13 in Ivison et al)

IDENTITY INTERSECTIONS AND THE POLITICS OF SURVIVAL
WEEK 6
Monday, October 6
Native Hubs, Chapters 5-6

Wednesday, October 8
Zapotec Women, Chapter 1

Friday, October 10
Zapotec Women, Chapter 3

MIDTERM PAPER – DUE FRIDAY, OCTOBER 10 AT 11:59 PM

WEEK 7
Monday, October 13
Zapotec Women, Chapter 7
Wednesday, October 15
Zapotec Women, Chapter 8

Friday, October 17
Zapotec Women, Chapter 10

FALL BREAK

WEEK 8
Monday, October 27

Wednesday, October 29

Friday, October 31
*Theresa (TJ) Lightfoot, “So What if We Didn’t Call it Feminism?!,” 105-110.
*Jocelyn Formsma, “My Journey to Indigenous Feminism,” 149-152.
All of the above from: Jessica Yee (ed.), *Feminism for Real* (Ottawa: Canadian Centre for Policy Alternatives, 2011).

WEEK 9
Monday, November 3


Wednesday, November 5
Friday, November 7

ORGANIZING FOR CHANGE: INDIGENOUS MOVEMENTS
WEEK 10
Monday, November 10
Contesting Citizenship in Latin America, Chapters 1-2 (pp. 3-53)

Wednesday, November 12

Friday, November 14
NO CLASS

WEEK 11
Monday, November 17
Contesting Citizenship in Latin America, Chapter 4 (Ecuador, pp. 85-151)

Wednesday, November 19
Contesting Citizenship in Latin America, Chapter 5, Part I (Bolivia, Part I, pp. 152-189)

Friday, November 21
Contesting Citizenship in Latin America, Chapter 5, Part II (Bolivia, Part II, pp. 190-222)

WEEK 12 – NO DISCUSSION BOARD POSTING!
Monday, November 24
Contesting Citizenship in Latin America, Chapter 6, Parts I-II and Conclusion (Peru, Parts I-II and Conclusion, pp. 224-249, 281-308)

Wednesday, November 26

THANKSGIVING BREAK

INDIGENITY, CULTURE, AND RACE
WEEK 13
Monday, December 1
Black and Indigenous, Introduction and Chapter 1
Wednesday, December 3  
*Black and Indigenous*, Chapter 2

Friday, December 5  
*Black and Indigenous*, Chapter 3

**WEEK 14**  
Monday, December 8  
*Black and Indigenous*, Chapter 4

Wednesday, December 10  
*Black and Indigenous*, Chapter 5

Friday, December 12  
*Black and Indigenous*, Chapter 6 and Conclusion

**FINAL PAPER – DUE FRIDAY, DECEMBER 19 AT 4:00 PM**