

Spring 2015

Issues: Twentieth Century Crisis:

GLOBAL INDIGENOUS STRUGGLES SINCE 1900

HIST: 1014:0101 (016:017:101)

Tuesday, 6:30-9:00 PM

74 Schaeffer Hall

Instructor	Eric Zimmer	Phone	319-335-2585
Office	380 Schaeffer Hall	E-mail	Eric-zimmer@uiowa.edu
Office Hours	Monday 2-3 PM, Tuesday 3-5 PM, and by appointment		
Coordinator	Prof. Tom Arne Midtrød	Phone	319-335-2064
Office	SH175	E-mail	tom-midtroed@uiowa.edu
DEO	Prof. Elizabeth Heineman	Phone	319-335-2330
Office	SH 170	E-mail	elizabeth-heineman@uiowa.edu

COURSE DESCRIPTION

In September 2007, the United Nations (UN) adopted its Declaration on the Rights of Indigenous Peoples (UNDRIP). This action officially denounced the oppression of the world's nearly 400 million Native peoples and, according to some observers, opened the door to long-awaited shifts in repressive colonial policies that have sought to destroy and confine First Nations peoples over the last several centuries. This course soars around the globe—from Canada, Australia, and Greenland to the US, Central Europe, Latin America, and Africa—surveying the twentieth-century struggles for political, social, and cultural sovereignty sought by members of so many of the planet's indigenous groups. By reading, discussing, and thinking critically about the histories of indigenous rights, organizing, and activism, students will interrogate questions like these: What challenges have the world's indigenous population faced since 1900, and what battles do they fight today? What promises and limitations are embedded in the passage of international legal mechanisms like the UNDRIP?

Most weeks, we will devote a portion of the class to lecture, during which I will provide background and context to specific historical circumstances surrounding an indigenous community (or communities) in a given country or global region, as well as an introduction to key concepts and ideas. Unfortunately, we can't cover every Native community in the world. Instead, we will work with a few case studies from each region to get a sense for the issues indigenous peoples face in that part of the world, as well as the ways in which those issues either connect to or diverge from the challenges faced by Native peoples elsewhere. We will also spend a good deal of time working with primary source documents in class and discussing important readings, issues, and current events relating to

the histories we will focus upon. Occasionally, we will also have guest speakers or films that supplement lecture and reading material.

Discussion and participation are the most important aspects of this class. Ours is a relatively small group, and we have two-and-a-half consecutive hours together each week. So it is imperative that we use this time to exchange ideas and share our thoughts on historical and contemporary issues facing indigenous peoples—all while developing important knowledge and skills that will help you succeed no matter your interests, major, or career objectives. And we're going to have a good time doing it.

Finally, this course fulfills a GER in Historical Perspectives. Courses in this area help students understand a period of the past in its own terms, comprehend the historical processes of change and continuity, sharpen their analytical skills and abilities to evaluate evidence, and develop their ability to generalize, explain, and interpret historical change.

GOALS

- ✓ You will comprehend change and continuity in history.
- ✓ You will understand one or more periods of the past on its/their own terms.
- ✓ You will improve your ability to evaluate evidence using the tools of historical investigation.
- ✓ You will gain experience and improve your skills in generalizing, explaining, and interpreting historical change.
- ✓ You will gain a keen understanding of the issues facing indigenous peoples across the globe, especially in relation to the continuing processes of colonialism against which they struggle.
- ✓ You will orient yourself to the geographic locations and cultures of a variety of indigenous peoples around the world.
- ✓ You will come to understand that, while indigenous communities often share common struggles and historical experiences, no two Native groups are the same, face the same problems, or engage those issues in exactly the same ways.

REQUIRED TEXTS

***All required readings will be available on ICON. Make sure you read them in advance every week, and bring a hard copy to each class.**

EVALUATION

<i>Assignment</i>	<i>Due Date</i>	<i>Percentage of Final Grade</i>
Map Quiz	February 10	5%
Paper 1	February 24	10%
Midterm	March 10	20%
Draft Paper	April 21	10%
Final Paper	May 5	15%
Final Exam	TBD	20%
Participation	End of semester	20%

GRADING

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62

F=below 60

A grade: Demonstrates outstanding work.

B grade: Attempts critical thinking and analysis and shows solid grasp of the required reading. Students who achieve B-level work consistently attend class and demonstrate preparedness.

C grade: Demonstrates a basic level of effort and competence with the course materials but also gaps in critical thinking, comprehension or synthesis of the material, and incomplete command of basic facts. Irregular attendance often results in C-level work.

D grade: Does not meet basic standards of competency in the course. D-level work shows incomprehension of the course content and falls short of expectations for college-level coursework. A significant number of absences and a failure to complete assignments often results in substandard work.

ASSIGNMENTS*Map Quiz (5%)*

On January 27, I will provide a list of significant countries, regions, cities/towns, and environmental or historical landmarks that will be relevant to our lectures and discussions throughout the semester. You will have two weeks to begin studying these locations, and you will be required to label them on a blank map on February 10.

Midterm (20%)

A midterm will be given that consists of a short-answer portion asking you to identify and explain significant terms covered during the first half of the semester, and an essay (or short essays) that require(s) you to synthesize material presented in class and draw on assigned readings in support of an argument. Essay question(s), along with a list of possible short answers/IDs will be distributed to students one week before the exam date.

Paper #1: Response to Rabbit Proof Fence, 3 pages (10%)

On February 10, we will be screening *Rabbit Proof Fence*, a film about Aboriginal Australian children who were sent to a re-education camp in 1931. Students will be required to attend the screening (or, if they miss class, to get a copy of the film and watch it on their own time), and write a three-page review of the film. Further instructions and a detailed writing prompt will be provided in advance.

Paper #2: Brief history of an indigenous community, posted to History Corps (25%)

For the final assignment in this course, students will prepare a 1,300 word (four page) research essay on the history (or one aspect of the history) of an indigenous community of their choosing, from anywhere in the world. Or, if the group decides to work as a team to select one indigenous community to research, each student will write an essay of the same length exploring some aspect of the selected indigenous community's history. At the end of the semester, these assignments will be posted online as part of a class digital history exhibit, located on the History Corps website (<http://thestudio.uiowa.edu/historycorps>).

The purposes of this exercise are threefold: First, students will learn how to conduct academic-quality research and writing and to revise it for publication online. Second, students will focus on the kind of writing historians (along with everyone else) are being asked to do more and more in our increasingly digital world: write brief, engaging articles that are informative and analytical yet accessible to the interested public. Even if you are not a history major, short-form writing will serve you well as you learn to distill large amounts of information down to tightly-written assessments that you, your clients, colleagues, and superiors can depend on for quality of form, conciseness, and argumentation. Finally, unlike standard papers that you write and forget about, this assignment will be posted online, meaning you will have a tangible product to benefit you in job interviews or graduate school applications for years to come. As we work through the semester and decide on a project format (individual or group), the instructor will provide further details to help you choose a topic and get started.

In order to help develop your writing skills, you will submit a draft paper. On a portion of that draft, you will get detailed feedback to serve as the basis for revisions. The draft paper will be judged on its quality and completeness *as a draft*, not as a polished, finished product. The final paper will be four pages long. It is, of course, best for you to turn in as complete and polished a draft as possible. Approximately two weeks after you receive feedback on your draft, you will submit your revised paper, which we will then post to the History Corps website so your hard work and research will be available to the world. The revision will be assessed on the extent to which you responded to and resolved issues raised by the draft. It is expected that you will have an introduction with a strong thesis statement, a clear organizational structure with crisp topic sentences, a lucid conclusion, and proper source citations. In class, we will spend some time talking about how to accomplish these goals. You are also urged to seek assistance from the History Writing Center (SH303).

Final Exam (20%)

A final exam will be given/due during the final exam time as scheduled by the Registrar's office. The exam will consist of two parts: (a) a short answer/ID portion that assesses students' mastery of specific terms encountered throughout the semester, with a particular emphasis on the period since the midterm; (b) one or more essay questions that respond to questions distributed to the class no less than one week before the scheduled final exam, along with a list of all possible short answers/IDs. Essays will require you to synthesize material presented throughout the course, drawing on assigned readings and other material presented in class in support of an argument.

Participation (20%)

You can receive a tentative evaluation of your classroom participation at any time during the semester. Stop by office hours for a quick conversation about your grade. Participation will be evaluated in a number of ways, including attendance, but may also take place through in-class assignments such as short, one-paragraph papers that assess either preparedness for class or what you got out of discussion. Short papers consist of a quick written response to a question designed to elicit your reaction to and reflection on that day's assigned reading. In addition, we may end class with a short paper that asks a question allowing you to share your thoughts on that day's discussion. (I will assign these papers as needed; i.e. if I sense students are not doing the readings or there is a general lack of student engagement, I will deploy these assignments as ways to gauge participation.)

Additionally, once during the semester each student will prepare a short, informal, 3-5 minute presentation about an issue/article of their choosing, connecting the topic to the broader themes, issues, and concepts covered in class. These presentations will count toward your participation grade.

COURSE POLICIES

Attendance:

You may have up to two unexcused absences without penalty. Any unexcused absence beyond that will result in a loss of five percentage points per absence from the participation grade. Absences are excused only due to illness, religious obligations, certain University activities, or other legitimate, unavoidable circumstances. If you will be absent, please contact the instructor via email as soon as possible. A student with a long-term illness (or those who miss more than five days of classes) will be required to provide a record of appointments or documentation from a health care provider, such as a note stating the student has been under the doctor's care and/or notification from the Registrar of the reasons for the absences.

Late Assignments:

Late will be graded down unless you have an excused absence or have made prior arrangements for an extension. Extensions are given rarely and strictly at the instructor's discretion.

Missed Assignments:

Only students whose absences are excused will be given the opportunity to make up overdue assignments. It is expected that all work will be made up as soon as possible after the missed assignment. It is your responsibility to contact the instructor immediately if work was missed (or will be missed). Specific arrangements for make-ups will be made on a case-by-case basis. Unless there are truly extraordinary circumstances, you must contact the instructor within three days after the missed assignment to arrange for making up the work. **You must turn in every assignment in order to pass this class.**

Punctuality, Preparedness, and Classroom Decorum:

You are expected to arrive to class on time, prepared to work. This means that you will have checked your UI email account for updates or instructions, read and reflected on assigned readings, completed any written work before class begins, and are ready to actively engage our discussions. Students are expected to treat one another and the instructor courteously, listen attentively, and maintain a respectful attitude even toward views with which they disagree. Please turn off the ringer on your cell phones. No texting or email is permitted during class.

COURSE SCHEDULE

<u>Date</u>	<u>Topic/Readings/Assignments</u>
January 20	<p>Topics: Course Introduction Syllabus What is “Global Indigeneity?” and terminology</p> <p>Readings: Andrews and Flannery, “What Does it Mean to Think Historically?” (ICON)</p>
January 27	<p>Topic: Colonialism, Indigeneity, and Contemporary Indigenous Rights Issues</p> <p>Readings: Duane Champagne/Ismael Abu Saad, “Preface and Introduction,” to <i>Future of Indigenous Peoples</i> (ICON) Waziyatawin and Michael Yellow Bird, “Decolonizing Our Minds and Actions” (ICON) Walter E. Echo-Hawk, <i>In the Courts of the Conqueror</i>, Chapter 15 (ICON) United Nations Declaration on the Rights of Indigenous Peoples (ICON)</p> <p>Assignments: Pass out Map Quiz study guide</p>
February 3	<p>Topic: Native Peoples in the United States/Politics of Removal and Recognition *Visit from Dr. Stephen Warren Indigenous Worldview—Lakota Winter Counts</p> <p>Readings: Bethany Berger, “Red: Racism and the American Indian” (ICON) *Check ICON for possible additional readings by guest speaker</p> <p>Assignments: Study—Map Quiz next week!</p>
February 10	<p>Topic: Map Quiz Tonight Film Screening: <i>Rabbit Proof Fence</i></p> <p>Readings: Margaret Jacobs, “Indian Boarding Schools in Comparative Perspective” (ICON) Gord Bruyere, “The Lessons in Our Blood” (ICON)</p> <p>Assignments: Pass out Paper # 1 Assignment Sheet</p>

- April 14** **Topic:** Group Project or Individual Work Week
 Bring project materials
Assignments: Rough draft due next time!
- April 21** **Topic:** The Pacific Rim—New Zealand, American Samoa, and the Philippines
Readings:
 Glenn Alcalay, “The Pacific Rim” (ICON)
 JoAnna Poblete-Cross, “Bridging Indigenous and Immigrant Struggles: A Case Study of
 American Samoa” (ICON)
 Brendan Hokowhitu, “Colonized Physicality, Body-Logic, and
 Embodied Sovereignty” (ICON)
Assignments: Rough draft due!
- April 28** **Topic:** Africa
Readings:
 R. Sambuli Moshia, “Indigenous African Worldview on Life and World,”pp. 7-34 in
 The Heartbeat of Indigenous Africa: A Study of the Chagga Educational System (New
 York: Garland Publishing Inc., 2000), 7–34. (UI e-book, access through library
 website, link on ICON)
 Richard B. Lee, “Indigenous Rights and the Politics of Identity in Post-Apartheid
 Southern Africa” (ICON)
Assignments: Final paper due next time!
- May 5** **Topic:** Globalization and the Future of Indigeneity
Readings:
 Champagne, “The Crisis for Native Governments in the Twenty-First Century,” (ICON)
Assignments: Final paper due!
- Final Exam** **TBD**

CLAS AND UNIVERSITY POLICIES

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS [Student Academic Handbook](#).

Attendance and Absences

The college policies on attendance and absences can be found here: <http://clas.uiowa.edu/students/handbook/attendance-absences>.

If a personal crisis affects your ability to complete the course or affects an entire semester's registration, you should immediately contact CLAS Academic Programs and Student Development (120 Schaeffer Hall). An online scheduler is available for student appointments: <https://tippie.uiowa.edu/clas/scheduler/logon.aspx?ReturnUrl=%2fclas%2fscheduler%2fSchedule.aspx>. Students may also call or stop by to make an appointment.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (*Operations Manual*, [III.15.2](#). Scroll down to k.11.)

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Please familiarize yourself with the university's policy on academic dishonesty at <http://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>. Plagiarism, a form of academic dishonesty, includes, but is not limited to, intentional or unintentional use of direct quotes without proper attribution and/or quotation marks; the use of someone else's ideas without appropriate attribution; and handing in someone else's work as your own. You will submit papers (both draft and final) in electronic form to an ICON drop box that includes a plagiarism detection function. Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

Academic Collaboration

Don't cheat, collaborate! There is a fine line between collaborating to combine efforts and improve your learning and scholarly work and collaborating to share answers and duplicate ideas. As we move through this semester, and especially as we decide how to approach the final assignment for this class, you are likely to find yourselves collaborating a great deal. But do not mistake "collaboration" for the academic misconduct noted above. Study together. Think together. Critique, revise, and rewrite together. But do not take other people's ideas or work and present them as your own. It is your responsibility to understand this policy and ask for clarification when needed.

CLAS Final Examination Policies

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS [Student Academic Handbook](#).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Comprehensive Guide on Sexual Harassment](#) for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety [web site](#).

*These CLAS policy and procedural statements have been summarized from the web pages of the [College of Liberal Arts and Sciences](#) and The University of Iowa [Operations Manual](#).

*The instructor reserves the right to modify the syllabus at any point during the semester. It is the student's responsibility to keep informed about announced changes.