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Course Syllabus
Fall Term / 2024

Indigenous Peoples / Regional Studies

National DongHwa University, College of Indigenous Studies
International PhD Program in Indigenous Studies

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Course Overview

This advanced level course in Indigenous Studies offers a Regional Focus based in Native North America (American Indian Nations), given the Instructor's longstanding field of research and teaching expertise on the continent. However, in this approach, a "regional focus" does not mean a strictly bounded geography, but a region as a site of enunciation. Ideas travel – and mobilities and movement shape our ideas of "regions" as much as a "place-based" approach. Therefore, our inquiry will also extend transnationally to enable comparative analytics of *indigeneity* and *settler colonialism*. The course will be anchored in these two keywords as concepts to be rigorously investigated as theoretical framings, but equally rigorously investigated and tested in empirical, grounded contexts. It will offer a special emphasis on the intersection of indigeneity and Indigenous Peoples with questions of environmental justice, climate change, and eco-governance. Following Cherokee Nation Clint Carroll's argument that, for Native Peoples and Nations, "the environmental is always political" (Carroll 2015), we can engage questions of policy, practice, philosophy, and sociocultural transformation by attending to "ecological" concerns, facing Indigenous Peoples. At the same time, questions of recognition, representation, statist multiculturalism, education, and human rights shape our inquiry.

To combat stereotypes and universalisms, we will emphasize heterogeneity in Indigenous lifeworlds across regions, inviting in guest speakers from the North American context as well as other Indigenous contexts (e.g., Mapuche in Chile; Sápmi in Norway; & First Nations in Canada, among others) to enable cross-regional analysis and reflection. Following Part 1 of the course (Acknowledgement of Territory and Key Concepts) and Part 2 (Guest Lectures/Regional Dialogues), Part 3 of the course will involve a place-based practicum in the form of a two-day field trip to an Indigenous (Bunun) *buluo* in Zhouxi Township, Hualien, to practice research skills,

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cultivate relationality, and explore how the concepts, methods, and comparative analytics of Parts 1 & 2 of the course bear out in another (local, Taiwanese) context. Students will be responsible for developing two original and innovative products as their creative coursework: (a) a research output (paper/mixed media/artwork) on Indigenous Peoples/Nations in their own country/nation of origin, drawing rigorously upon theoretical, ethical, literary insights from Part 1 and 2 of the course [Midterm Project]; and (b) a collaborative contribution to a group project that emerges from the field-based learning of the trip, in Part 3 [Final Project].

Statement on Relationality

As a PhD-level seminar, students are expected to maintain a high level of individual responsibility, accountability, motivation, and *relationality*; by the latter, we mean an ethical and convivial engagement with one another, the materials, and the communities into which this course extends. Relationality requires more of us than diversity and inclusivity: it asks us to remain engaged through difficult conversations, feelings, and contradictions of thought and practice, and to value and engage one another not only for the diverse experiences we each bring (that make learning better and more impactful, as studies of DEI learning have shown), but for the manner in which we bring those experiences to bear on the questions we explore and the others we are thinking alongside. This requires moving outside of identity politics while retaining a critical self-reflexivity and sense of what brings each of us to this shared classroom space. This kind of learning-practice requires vulnerability, risk-taking, and exploration, as well as care-full listening and courageous speaking. It requires awareness of the space we are always making together; recognizing that intelligence takes many forms.

Objectives of this Course

1. Develop a critical scholarly understanding of **indigeneity** and **settler colonialism**, and related critical Native American/Indigenous Studies core concepts, across diverse global regions;
2. Gain scholarly understanding of critical Native American/Indigenous Studies as a field of transnational, critical social theory;
3. Engage critical thinking, argumentation, research, and writing skills through English-language literature in transnational critical Indigenous Studies with regions-specific foci with both local and global analysis;
4. Cultivate appreciation for the radical diversity of Indigenous lifeworlds as shaped by specific places/regions.
5. Build capacity for translational science of moving theory to praxis via the opportunity for field-based learning and co-research, applying theoretical knowledge and empirical abilities in humanities and social sciences research.
6. Experiment with resonant methodologies for international Indigenous Studies research.

Educational Objectives of this Program

1. Facilitating academic research on international indigenous peoples
2. Providing transdisciplinary and comprehensive research support to

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indigenous studies.

Promoting equal development among diverse ethnic groups.

Course Materials

All assigned/required readings, films, or other media will be provided as digital downloads, free of charge. However, students may opt to purchase personal copies of the books we will read.

Class Format

As a graduate level course, this is a discussion-based seminar. The Instructor will occasionally use ppts or other visuals as provocations, but this is not a “ppt lecture” course. Students are expected to engage with the texts and one another, in lively and thoughtful dialogue. We will always take a mid-way break at the 1.5-hour mark.

Assignments and Assessment

1. Active Participation in Class = 20%

- Attend every class (one absence permitted); read all materials before class and come with notes, prepared to discuss. The success of this class relies upon your active engagement.

2. Readings/Discussion Leader (in pairs) = 15%

- Working in pairs, select one week’s topic and come prepared to make a short presentation (~10 minutes per reading) on the readings for that week, and lead the discussion. Leadership implies extra preparation, collaborating with a partner before class to discuss the readings and plan your approach, and exhibiting leadership during class with prepared notes and questions to initiate discussion. No visuals required. *Notes should be emailed to the Instructor by 6pm on the day before you will serve as a leader.*

3. Midterm Essay: Research output based on country of origin, humanistic inquiry, and social sciences research = 20%

- 4000-5000 word essay that critically explores some historical, political, cultural, or environmental dimension of indigeneity and colonialism in your country or “region” of origin; must draw upon at least three readings from the class thus far, plus three other sources of your choosing. This must be original work (it can “inform” your MA or PhD but should be new research/writing).

4. Guest Lectures and Film Reactions (ongoing) = 15%

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- When we host a guest speaker or screen a film, you are to write a 750-word response to that speaker or film, linking to course concepts. *Due before the end of the term* (January).

5. **Final Group Project:** Collaborative Research Report based on field-based learning. = 30%

- Details will be given after the Midterm. Due before the end of the term (January).

COURSE SCHEDULE

Teaching Schedule & Content		
WEEK & DATE	TOPICS	READINGS / MATERIALS
1 (9/13)	Introductions / Selves : Others : Nations: “Regions” Rethinking “area studies” and “land acknowledgements”	Sobo, Lambert, and Lambert. 2021. “Land Acknowledgements are not enough.” <i>Sapiens</i> 10.20.2021
2 (9/20)	Decolonial Theory: Rationality to Relationality	Quijano, Anibal. 2007 [2010] “Coloniality and Modernity/Rationality,” in <i>Globalization and the Decolonial Option</i> . Edited by Walter D. Mignolo and Arturo Escobar. London: Routledge. Page 22-32. Appadurai, Arjun. “Beyond Domination: the Future and Past of Decolonization.” <i>The Nation</i> . 03.09.2021. Liboiron, Max. 2021. <i>Pollution is Colonialism</i> . Introduction, page 1-37.
3 (9/27)	Settler Colonialism: Global designs, Regional Dilemmas	Mikdash, Maya. 2012. “What is Settler Colonialism?” <i>Jadaliyya</i> 07.17.2012

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		Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." <i>Journal of Genocide Research</i>. 8(4): 387-409. Film: "Tribal Nations: The Story of Federal Indian Law," Alaska Tribal Justice Resource Center [screen on your own]
4 (10/4)	Indigeneity & Settler Colonialism in Taiwan: the Region from which we think & work Guest Speaker: Saiviq Kisasa (Paiwan), PhD Candidate, National Kaohsiung Normal University Vuvu, YuShan Theological Seminary – TBD	Simon, Scott. 2023. <i>Truly Human: Indigeneity and Indigenous Resurgence on Formosa</i>. Toronto: UToronto Press. (selected chapters)
5 (10/11)	National Holiday	NO CLASS MEETING
6 (10/18)	Citizenship and Self-Determination Federal Policies, Representation, and Refusal [in focus: Mohawk Nation; Osage Nation]	Simpson, Audra. 2012. Ethnographic Refusal: Indigeneity, 'Voice', and Colonial Citizenship. <i>Junctures</i>, 9: 67-80. Dennison, Jean. 2014. "The Logic of Recognition." <i>American Indian Quarterly</i>. 38 (1): 1-35.
7 (10/25)	Environmental Justice and Recognition Race, Blood, Recognition [in focus: Lumbee Tribe of N.C.] **Opportunity to join Environmental Justice graduate class at Appalachian State University for discussion of Emanuel's book** Details TBD	Emanuel, Ryan E. 2024. <i>On The Swamp: Fighting for Indigenous Environmental Justice</i>. Chapel Hill: UNC Press. Introduction through Chapter 4 (whole book recommended)
8 (11/1)	Southwest as Region and Concept: Rurality, Nuclearism, and the Future of Water [in focus: Diné Nation, Acoma Pueblo, Laguna Pueblo; Hopi Pueblo]	Ortiz, Simon. 1973. "We Shall Endure" Powell, Dana E. 2024. "Beyond Ruin: Diné Presence in the Anthropocene", <i>NAIS Journal</i> 11(1): 71-113. Curley, Andrew. 2019. "Unsettling Indian

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		Water Settlements.” <i>Antipode</i> 1-19. Montoya, Teresa. 2019. “Where is the Rural?” <i>Journal for the Anthro of North America</i> 22(2): 75-78.
9 (11/8)	Midterm Essay Workshops *submit essay proposal to Instructor and then you will be able to schedule an one-on-one project consultation.	ONE ON ONE MEETINGS
10 (11/15)	Indigenous Research Ethics: views from Indigenous anthropologists	Ranco, Darren J. 2006. “Toward a Native Anthropology. <i>Wicazo Sa Review</i> . 61-78. Simpson, Audra. 2016. “Consent’s Revenge.” <i>Cultural Anthropology</i> 31, no. 3: 326–333. https://doi.org/10.14506/ca31.3.02 . <u>UN Declaration on the Rights of Indigenous Peoples</u>
11 (11/22)	Interspecies Regional Relationalities: Reindeer, Moss, and Windmills in the Indigenous Arctic Guest Lecture: Dr. Lena Gross, Center for Sápmi Studies, Arctic University of Norway	Readings TBD Film: “Sami Blood” Available on AppleTV, Amazon Prime, or other online venues *watch on your own
12 (11/29)	Indigenous Regional Diplomacy: Inter-regional and global dialogues, and environmental governance of First Nations (Canada) Guest Lecture: Dr. Michael Hathaway, Professor (Anthropology) and Director of the Center for Asian Studies, Simon Fraser University (B.C., Canada) with Regina Baeza, Co-Directors of the “Transnationally Indigenous” Research Project	Readings TBD
13 (12/6)	Acoustic Colonialism/Indigenous Response: Sonic, Linguistic, and Embodied Methodologies for Self-Determination	Cárcemo-Huechante, Luis. [2025] <i>Indigenous Interferences: Acoustic Colonialism and Mapuche Response</i> .

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	Guest Lecture: Dr. Luis Cárcemo-Huechante (Mapuche/Chile), Professor and Director of Native American Studies, Univ. of Texas-Austin (USA)	Durham: Duke University Press. (selected chapters)
14 (12/13)	Field-Based Pedagogy: Zhouxi Township (Taiping/Tavila) - TBD	Simpson, Leanne Betasamosake. 2014. "Land as Pedagogy: Nishnaabeg Intelligence and Rebellious Transformation." <i>Decolonization: Indigeneity, Education & Society</i> Vol. 3, No. 3, 2014, pp. 1-25.
15 (12/20)	Field-Based Learning: Zhouxi Township (Taiping/Tavila) - TBD	
16 (12/27)	Self-Study Research for Final Projects	NO CLASS MEETING
17 (1/3)	Self-Study Research for Final Projects	NO CLASS MEETING
18 (1/10)	Final Project Submission	

This syllabus is subject to change.