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HSTR 391.02: Global Indigenous Struggles Since 1900

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Spring 2022
GLOBAL INDIGENOUS STRUGGLES SINCE 1900
HISTR: 391.02 (CRN 34340)
Monday, Wednesday, Friday, 10:00 – 10:50 a.m.
Liberal Arts Room 201

Professor Eric Zimmer	eric.zimmer@mso.umt.edu
Office	Liberal Arts 258
Office Hours	Monday, Wednesday, Friday 11:00 a.m. – 12:00 p.m. and by appointment

Course Description

In September 2007, the United Nations (UN) adopted its Declaration on the Rights of Indigenous Peoples (UNDRIP). This course soars around the globe—from Canada, Australia, and Greenland to the US, Central Europe, Latin America, Asia, Africa, and the Pacific Rim—surveying the 20th struggles for political, social, and cultural sovereignty sought by members of 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 how do these challenges resonate today? How did a global, Indigenous rights consciousness develop over the course of the 20th century, and how did it shape the development of the UNDRIP? 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 the professor 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 historical processes, concepts, or 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 work with primary source documents in class and discuss important readings, issues, and current events relating to the histories we will focus upon. Active, respectful participation and discussion are central expectations of this class. We will use class 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.

Finally, although this class will toggle between the past and the present, it is fundamentally a history course. It is designed to help students understand different moments in the past on their 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. It also explores the ways in which contemporary communities can confront challenging aspects of their shared history and leverage them towards constructive outcomes.

GOALS & LEVEL

This is an upper-division undergraduate course offered by the History Department. Course content is rooted in the practice and principles in the discipline of history. Students will:

- Comprehend change and continuity in history
- Recognize how the discipline of history enables us to interpret the past on its own terms *and* think with depth and breadth about contemporary issues
- Develop a strong understanding of the development of the global Indigenous rights movement over the course of the 20th century
- Learn about a variety of Indigenous communities around the world, understanding similarities and divergences in their historical experiences
- Grow in their ability to communicate effectively and professionally
- Hone their critical thinking, analytical reading, and discussion skills
- Practice conducting historical research and working with primary sources

REQUIRED TEXTS

Nick Estes, *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance* (Verso, 2019)

*All other course readings are listed in the course schedule and will be available on Moodle.

EVALUATION

<i>Assignment</i>	<i>Due Date</i>	<i>Percentage of Final Grade</i>
Map Quiz	February 7	5%
Midterm	March 18	15%
Draft Paper	April 11	10%
Final Paper	April 29	20%
Final Exam	May 12	25%
Presentations	Schedule TBD	5%
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.

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 professor 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 professor'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 professor 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 professor 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 UM email account and Moodle 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 professor 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.

Academic Honesty

Students are responsible for familiarizing themselves with UM's Student Conduct Code and conducting themselves accordingly. Academic dishonesty, including plagiarism and cheating, will result in appropriate disciplinary action and possibly a failing grade. An easy rule to follow is that all work you produce for this class should be your own. Please ask if you have any questions.

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, we will be working together an offering peer-reviews and feedback on each other's work. 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.

Students with Disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, professors, and the Office for Disability Equity (ODE). If you anticipate or experience barriers based on disability, please contact the ODE at: (406) 243-2243, ode@umontana.edu, or visit www.umt.edu/disability for more information. Retroactive accommodation requests will not be honored, so please, do not delay. As your professor, I will work with you and the ODE to implement an effective accommodation, and you are welcome to contact me privately if you wish.

COVID-19-Related Policies

You are **required to wear a face mask covering your nose and mouth** at all times while inside our classroom. You can find more details and up-to-date information from the University of Montana here: <https://www.umt.edu/coronavirus/campus-covid-plan/default.php>. In addition to the mask requirement, please make note of the following policies:

- If you feel sick and/or are exhibiting COVID symptoms, please don't come to class and contact the Curry Health Center at (406) 243-4330.
- If you are required to isolate or quarantine, you will receive support in the class to ensure continued academic progress. The professor will not be posting Power Points, videos, or other course content online. Instead, please work with your fellow students to share notes, discuss the main points from class, etc. Of course,

- please email the professor with any questions about assignments, exams/quizzes, and how best to stay up to date on the course.
- UM recommends students get the COVID vaccine and booster. Please direct your questions or concerns about vaccines to the Curry Health Center.
 - Drinking liquids and eating food is discouraged within the classroom.
 - If the professor must isolate or quarantine, he will email the class with instructions about how we will proceed. (The most likely scenario is that we will move the class to Zoom for a few days.)

COURSE SCHEDULE

<u>Date</u>	<u>Topic/Readings/Assignments</u>
<u>Week 1</u>	
January 19	Topic: Course Introduction and Syllabus (Moodle)
January 21	Topic: Thinking Like a Historian Readings: Thomas Andrews and Flannery Burke, “What Does it Mean to Think Historically?” <i>Perspective on History</i> (2007) (Moodle)
<u>Week 2:</u>	
	<u>Indigenous Peoples and International Law</u>
January 24	Topic: International Law in Historical Context Readings: Universal Declaration of Human Rights (UDHR, 1948) (Moodle)
January 26	Topic: From Deskaheh to Decolonization Readings: Deskaheh, “The Redman’s Appeal for Justice” (1923) (Moodle)
January 28	Sub-Topic: Indigeneity and Colonialism Readings: Christine Delucia, Doug Kiel, Katrina Phillips, and Kiara Vigil, “Histories of Indigenous Sovereignty in Action: What is it and Why Does it Matter?” <i>American Historian</i> (March 2021); Walter R. Echo-Hawk, “Reforming the Dark Side of Federal Indian Law,” from <i>In the Courts of the Conqueror</i> (2010): Chapter 15, pg. 423-460 (Moodle)
<u>Week 3</u>	
January 31	Topic: Decolonization Readings: <i>Estes, Our History is the Future</i> , Prologue and Chapters 1 & 2

- February 2** **Topic:** From Red Power to the UNDRIP
Readings: United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP, 2007); American Declaration on the Rights of Indigenous Peoples (ADRIP, 2016)
- February 4** **Topic:** Promises and Limitations of International Law
Readings: Cher Weixia Chen, “Indigenous Rights in International Law,” International Studies Association, Oxford University Press (2017) (Moodle)
- Week 4** **British Colonial System**
- February 7** **Topic:** Comparing the US, Canada, and Australia
Readings: *Estes, Our History is the Future*, Prologue and Chapters 3 & 4
Assignment: Map Quiz today!
- February 9** **Topic:** Legal Framework in the US
Readings: Matthew L.M. Fletcher, “A Short History of Indian Law in the Supreme Court,” American Bar Association, October 1, 2014 (Moodle)
- February 11** **Topic:** Dispossession and Assimilation
Readings: Indian Land Tenure Foundation, “Land Tenure History,” 1-4; skim legislation descriptions on 5-38
- Week 5**
- February 14** **Guest Speaker:** Tatewin Means
Assignment: Bring 5 discussion questions to class
- February 16** **Topic:** Boarding Schools and Residential Schools
Readings: Margaret Jacobs, “Indian Boarding Schools in Comparative Perspective,” in *Boarding School Blues: Revisiting American Indian Educational Experiences*, ed. Jean A. Keller and Lorene Sisquoc (2006) (Moodle)
- February 18** **Topic:** Primary Source Exercise # 1
Readings: Dohistory.org, “Using Primary Sources;” spend 20-30 minutes reviewing the following websites:
<https://genoaindianschool.org/home;>
<http://www.rememberingthechildren.org>
Assignment: In-class primary source exercise

Week 6

February 21 —NO CLASS PRESIDENTS' DAY—

February 23 **Topic:** #Landback

Readings: Eric Steven Zimmer, "Building the Red Earth Nation: The Civilian Conservation Corps—Indian Division on the Meskwaki Settlement," *Native American and Indigenous Studies* 2, no. 3 (2015): 106–133.

February 25 **Topic:** Guest: Amy Sazue

Readings: *Estes, Our History is the Future*, Prologue and Chapters 5, 6, & 7

Assignment: Bring 5 discussion questions to class

Week 7 Latin America

February 28 **Topic:** Colonial Legacies in Latin America

March 2 **Topic:** Indigenous Activism in Mexico

Readings: Iker Reyes Godelmann, "The Zapatista Movement: The Fight for Indigenous Rights in Mexico," *Australian Institute of International Affairs* (2014): 1-9 (Moodle)

March 4 **Topic:** Gold Mining in Brazil

Readings: Scott Wallace, "An Illegal Gold Rush is Igniting Attacks on Indigenous People in the Amazon," *National Geographic*, July 6, 2021 (Moodle)

Week 8

March 7 **Topic:** Development in Peru

Readings: Jason Pribilsky, "Development and the 'Indian Problem' in the Cold War Andes: *Indigenismo*, Science, and Modernization in the Making of the Cornell-Peru Project at Vicos," *Diplomatic History* 33, no. 3 (June 2009): 405-426.

March 9 **Topic:** Guest Speaker To Be Determined (TBD)

Readings: TBD

Assignment: TBD

March 11 **Topic:** Paper Topic Workshop

Week 9

March 14 **Topic:** Paper Research/Writing Workshop

March 16 **Topic:** Midterm Exam Review

March 18 **Topic:** Midterm Exam

Week 10

March 21–25 ———NO CLASS SPRING BREAK———

Week 11 Colonial Holdovers

March 28 **Topic:** Greenland and Arctic Indigeneity
Readings: “The Rights of Arctic Peoples: Not a Barren Country,”
Economist, July 16, 2009; Lars Johansen, “Address to United Nations,”
in *Voices of Indigenous Peoples*, ed Alexander Ewen (1994): 49-51
(Moodle)

March 30 **Topic:** French Polynesia
Readings: Benoit Trepied, “A New Indigenous Question in France’s
Overseas Territories?” *Institut Francais* (2012) (Moodle)

April 1 **Topic:** Primary Source Activity 2
Assignment: In-class primary source activity

Week 12 Paper Work Week

April 4 **Topic:** One-On-One Paper Meetings
Assignments: This meeting is mandatory. Use sign-up sheet to select a
time, meetings in professor’s office or via Zoom. If you don’t have a
presentation today, work on your paper!

April 6 **Topic:** One-On-One Paper Meetings
Assignments: This meeting is mandatory. Use sign-up sheet to select a
time, meetings in professor’s office or via Zoom. If you don’t have a
presentation today, work on your paper!

April 8 ———NO CLASS, WORKING SESSION———
Assignment: Work on your paper! The professor is available in office or via Zoom for optional one-on-one meetings

Week 13 Indigeneity in Asia

April 11 **Topic:** Ainu People in Japan
Readings: Mashiyat Zaman, “The Ainu and Japan’s Colonial Legacy,” *Tokyo Review*, March 23, 2020 (Moodle)
Assignment: Rough Draft Paper Due!

April 13 **Topic:** Malaysian Indigeneity
Readings: Kirk Endicott, “Indigenous Rights Issues in Malaysia,” in *At the Risk of Being Heard: Identity, Indigenous Rights, and Post-Colonial States*, ed. Bartholomew Dean and Jerome M. Levi (2003), 142–164 (Moodle)

April 15 **Topic:** China
Readings: John N. Hawkins, “National Minority Education in the People’s Republic of China,” in *At the Risk of Being Heard*, 121–128 (Moodle)

Week 14

April 18 **Topic:** The Pacific Rim
Readings: Glen Alcalay, “The Pacific Rim,” in *Voices of Indigenous Peoples*, 139–143; Eric L. Kwa, “Climate Change and Indigenous People in the South Pacific,” *IUCN Academic of Environmental Law Conference* (2008): 1–15.

April 20 **Topic:** American Samoa
Readings: JoAnna Poblete-Cross, “Bridging Indigenous and Immigrant Struggles: A Case Study of American Samoa” (Moodle)

April 22 **Topic:** Primary Source Activity 3
Assignment: In-class primary source activity

Week 15 Indigeneity in Southern Africa

April 25 **Topic:** Southern Africa
Readings: Richard B. Lee, “Indigenous Rights and the Politics of Identity in Post-Apartheid Southern Africa” (Moodle)

- April 27** **Topic:** Southern Africa Continued
Readings: Stasja Koot, Robert Hitchcock, and Catie Gressier,
“Belonging, Indigeneity, Land, and Nature in Southern Africa under
Neoliberal Capitalism: Overview,” *Journal of Southern African Studies* 45,
no. 2 (2019): 345-355 (Moodle)
- April 29** **Guest Speaker** TBD
Readings: TBD
Assignment: Final Paper Due!
- Week 16** **Indigenous Futures**
- May 2** **Topic:** Indigenous Futures
Readings Champagne, “The Crisis for Native Governments in the
Twenty-First Century,” (Moodle)
- May 4** **Topic:** Primary Source Activity 4
Assignment: In-class primary source activity
- May 6** **Topic:** Final Exam Review
- Week 17**
- Final Exam** Thursday, May 12, 10:10 a.m. to 12:10 p.m.