FLORIDA INTERNATIONAL UNIVERSITY
UNIVERSITY CURRICULUM COMMITTEE
Proposal for a New Course

1. School/College: International & Public Affairs
   Div./Dept. in Which Taught: Global and Sociocultural Studies

2. ANT
   CIP Code (Leave this blank): 
   Alpha Prefix
   1st Digit
   Last 3 Digits
   “C”-lec-lab
   “L”-Lab
   Cr. Hrs.: 

3. Grading Method (select one): ☐ Graded ☐ Pass/Fail

4. a. Course Title: Indigenous Peoples in Global Perspective
   b. Abbreviated course Title (for computer class schedules, transcripts): Global Indigenous Peoples

5. Statewide Course Numbering Subject Matter Area

6. Catalog Description/Major Topics (not to exceed 200 characters including spaces)
   Examine the history and cultures of Indigenous peoples in various parts of the world highlighting commonalities shaping indigenous community's and people's lives in response to globalization.

7. Attach detailed syllabus course outline and course justification on separate page(s).

8. Prerequisite(s): None

9. Corequisite(s): 

10. Objective(s) of Course:
    Evaluates effects of colonization, extractive industries, development, tourism, and global social movements. Explores the category of "indigenous." Applies various social and cultural theories.

11. Does this course duplicate/overlap other courses at FIU? ☐ No ☐ Yes
    If yes, please explain: 

12. What other closely related department(s) have been consulted about this course?
    International Relations and History

13. Is this course used for the assessment of a program or a certificate (if yes, then send a notification to assessment@fiu.edu)? ☐ No ☐ Yes

PROPOSAL REQUESTED BY: 
Faculty Contact: Juliet Erazo
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   (Email address) 
   786556593
   (Phone number) 
   11/20/2018

Chairperson (Dept./Div.): Guillermo Grenier
   (Type name) 
   (Signature) 
   __/__/20

Chairperson (Curr. Comm.): Steven Heine
   (Type name) 
   (Signature) 
   __/__/20

College/School Dean: John Stack
   (Type name) 
   (Signature) 
   __/__/20

Submit one original form. Attach one copy of the course justification and course syllabus, course description, objectives, major topics and textbooks.
Course Justification for New Course: ANT 4XXX: Global Indigenous Peoples.
Version of November 19, 2018

A century ago, few people if any believed that indigenous people would be influential actors in the contemporary world. Indigenous people were thought by most to be inferior to European or other "First World" peoples soon to disappear as part of global modernization and development processes.

While many tribal societies have indeed been decimated by disease, violence, exploitation, and cultural assimilation over the last five centuries, others have successfully pursued their own interests and have grown in numbers. They are invited to participate as respected actors in international forums such as the United Nations. Corporations feel varying levels of pressure to gain at least some level of consent from indigenous groups before extracting minerals or fossil fuels from indigenous lands. International, national, and sub-national NGOs pursue the interests of indigenous peoples, obtaining donations from nonindigenous peoples and foundations to pursue their work. On the question of numbers, more than four million people in the United States consider themselves to be "Native American," and the UN estimates 500 million Indigenous peoples living on all the continents.

This class examines the still-emerging and shifting category of indigenous identity. It situates current indigenous struggles within a long history of engagement with colonial and postcolonial forces while examining the current challenges and social movements that have shaped indigenous lives. The course format presents indigenous cultures and cultural change by topic and theme rather than by global region in an attempt to highlight commonalities in indigenous experiences. Students will see how local peoples are shaped, and shape, global processes such as the environmental movement, notions of corporate responsibility, and debates about the need for governmental reparations for past injustices.
COURSE DESCRIPTION AND PURPOSE

This course examines the history and cultures of indigenous peoples in various parts of the world and in global perspective. We will also examine the current challenges and social movements that have shaped indigenous lives. The course format will approach indigenous cultures and cultural change by topic and theme rather than by global region in an attempt to highlight commonalities in indigenous experiences.

COURSE OBJECTIVES

Students will be able to:

1. Evaluate how colonization, extractive industries, national development priorities, tourism, and global social movements have shaped indigenous people’s lives in various parts of the world.
2. Examine the category of “indigenous” and how changing understandings of this category have influenced the past and present of certain communities.
3. Assess what cultural characteristics of various indigenous groups appear to be most shaped by globalization, and which ones are being actively conserved (in part as a response to globalization).
4. Assess the pros and cons of various forms of state-led, corporation-led, and grassroots development initiatives.
5. Apply various social and cultural theories to case studies.
6. Conduct independent research on a question of interest related to the course.

MAJOR & CURRICULUM OBJECTIVES TARGETED

This course fulfills requirements for the BA and minor in Sociology & Anthropology.

TEACHING METHODOLOGY

This class will involve readings, lectures, class discussions, and in-class team activities. Near the end of the course, students will be invited to select a topic that interested them during the first 10 weeks of the course to explore in greater depth, and will consult with the professor to identify some additional readings on the topic of interest. Students will prepare a presentation on their additional readings and on ethnographic methods that could be used to study the topic in greater depth. They will receive feedback from their classmates and from the professor on their presentations. They will then submit a 10-12 page paper on the same topic during finals week, incorporating suggestions received after their presentation.


There will also be multiple pdfs of articles and book chapters made available through the course Canvas page.

**Unit 1: Setting the Stage for Understanding Indigeneity in a Global Context**

Week 1: Classic Colonization

Week 2: "Development" and other Contemporary forms of Colonization
Readings:
*Open Veins of Latin America*, Chapters 3-5.

Week 3: Initiating Processes of De-Colonization.

**Unit 2: Indigenous Identities in a Global Context**

Week 4: Indigenous Identities and Identity Formation
Readings:
Yeh, Emily T. "Tibetan Indigeneity: Translations, Resemblances, and Uptake" (pp. 69-98 in IET)

Briones, Claudia. "Our Struggle Has Just Begun: Experiences of Belonging and Mapuche Formations of Self" (pp. 99-123 in IET).

Week 5: Blackness and Indigenous Identities
Readings:
**the Americas, edited by Florencia E. Mallon. Durham, NC: Duke University Press. (pdf available on Canvas.)**

**Week 6: Indigenous Diasporas**
Readings:
Schein, Louisa. "Diasporic Media and Hmong/Miao Formulations of Natiiveness and Displacement." (pp. 225-246 in IET).

**PROPOSED TOPIC FOR FINAL PRESENTATION AND PAPER DUE**

**Week 7: Indigenous Identity Formation and Reluctant States**
Readings:

**Unit 3: Territory, Resources, and Extractivism**

**Week 8: Territory and Questions of Sovereignty**
Readings:

**BIBLIOGRAPHY ON RELEVANT READINGS FOR FINAL PAPER DUE**

**Week 9: Indigeneity and Neoliberalism**
Readings:
Nyamnjoh, Francis B. "'Ever-Diminishing Circles': The Paradoxes of Belonging in Botswana." (pp. 305-332 in IET).

**Week 10: Extractivism, Land, Ownership**
Readings:

**ONE PAGE SUMMARY OF RESEARCH FINDINGS DUE**

Week 11: The Role of Corporations: An Extended Case Study from Papua New Guinea
Readings:

Week 12: The Role of Corporations, Continued
Readings:

Weeks 13-14
**STUDENTS GIVE RESEARCH PRESENTATIONS**
Homework: type up notes and suggestions to students on their presentations and post them to the Discussion Board on Canvas. Continue to work on your own presentations and final papers.

Week 15: Indigenous Activism and the Politics of Nature

Wrap up and review of what we learned in the class – key issues and lessons.

FINALS WEEK: Final papers due.
November 12, 2018

Dear Curriculum Committee:

This letter is in support of the new course proposal “Indigenous Peoples in Global Perspectives.” The syllabus developed by Dr. Juliet Erazo covers the major issues that Indigenous peoples throughout the world experience today and historically. This course fulfills the mission of the FIU Global Indigenous Forum to bring global Indigenous issues, voices and awareness to the FIU campus and world community through activities and academic programs. Designed to be a foundation course for the future FIU Indigenous Studies program this course should interest students from many different disciplines.

For information about the FIU Global Indigenous Forum -see indigenous.fiu.edu.

Sincerely,

[Signature]

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