

NAS 212

Community Development for Sovereignty & Autonomy

Spring 2025, 4 units, 41840

[Remote](#), Wednesdays 3:10-6:00 pm +/- *discussion pods* - TBD on the first day of class

Professor Liza Grandia

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Telephone hours, Thursdays 4-6 pm

<https://calendly.com/lizagrandia/grandia-virtual-student-hours-2025-winter-spring>

This is an interdisciplinary class. Graduate students from other departments welcome.

I am an anthropologist affiliated with: Geography, Community and Regional Development, International Agricultural Development, Human Rights Studies, and sometimes Ecology.

Course description

To establish common conversations amidst our diversity of disciplinary interests, we begin with introductory texts on the basic history of international development. We then examine some of the core paradigms and assumptions of colonial development theory and discourse: universality, standardization, and growth. We will reflect upon how each of our disciplinary backgrounds abetted the aid industry in service to empire. The middle part of the course delves into the history of how mainstream development practitioners have treated Indigenous people as obstacles to progress. In the last stretch of the course, we turn to Indigenous and postcolonial critiques of development with a focus on advocacy at the United Nations. Finally, we will read texts and case studies about emergent, alternative visions for Indigenous development—e.g. *buen vivir*—and end with practical strategies to develop, finance, and implement autonomous, endogenous, and/or sovereign forms of governance. Throughout the quarter as a collective, we will be following related current events, curiosities, and other contemporary topics related to decolonization and Indigenous movements for self-determination. This course is taught in hemispheric perspective.

Course format

The class will meet once a week online, with emphasis on synthetic discussion of the readings. Each week, I will provide mini lectures on background topics. To keep discussion lively, two students will be responsible for steering our conversations. I give students the option to substitute one hour of seminar with a “discussion pod” (in which a small group meets for 45 minutes wherever you wish [in-person or online] to get your juices flowing. We will be honored by a guest appearance by Dr. Jessa Rae Growing Thunder, a distinguished graduate of our program who has worked in cutting-edge Native American philanthropy since completing her Ph.D.

Attendance and participation

The cure for boredom is curiosity. There is no cure for curiosity. – Dorothy Parker

Above all, I value curiosity in the classroom! This requires both rigorous reading for detail, memorable anecdotes, novelty, or patterns. It also requires the generosity of engaged listening and the giving of your own ideas. Graduate school is about regularly rehearsing articulation of your point of view or insights. Ergo, participation means participation! Seriously, don't be shy. You receive half your participation points for showing up, but the rest of the points must be earned by engagement. Video cameras must be turned on at all times. If you have technical issues, then find a friend in the class and share their zoom. If you don't speak, you don't get the points. I will try to employ multiple methods that allow everyone, even quiet students, to speak each week (round-robins, flash writing, calling on people to join the conversation, etc....).

**Life happens. You are permitted one excused class & one missed commentary during the quarter without repercussions to your grade. Don't worry about emailing me unless you miss more than once. If for some reason, you need to leave early, just let me know before we begin.*

Required readings

There are no books to purchase. I remember what it was like to live in the Bay Area on \$13K a year as a grad student during the dot.com boom when rents skyrocketed. So, I've scanned all readings (articles, chapters, and news items) and have posted a number of free books as PDFs. Everything is on box.com to save you from having to download each article one by one in Canvas. The zipped file is here:

<https://ucdavis.box.com/s/xy11od2r2s8k8np242o7dkgdf6c88kwe>

The folder structure is here:

If you are interested in learning more, these are some titles I used to assign:

<i>Modern Tribal Development. Path to Self-sufficiency and Cultural Integrity in Indian Country</i>	Dean Smith	Altamira Press
<i>Paradigm Wars: Indigenous Peoples' Resistance to Globalization</i>	Victoria Tauli Corpuz and Jerry Mander	Sierra Club Books
<i>The Great Transformation</i>	Karl Polanyi	Any edition
<i>The End Of Capitalism (As We Knew It): A Feminist Critique of Political Economy</i>	JK Gibson-Graham	University of Minnesota Press
<i>The Future of Development: A Radical Manifesto</i>	Gustavo Esteva; Babones, Salvatore; Babcicky, Phillip	Policy Press
<i>Reservation Capitalism</i>	Robert Miller	Bison Books
<i>Post Development Reader</i>	Rahnema, Majid, and Victoria Bawtree, eds.	Zed Books.
<i>Indigenous Self-Development in the Americas</i>	IWGIA, 1989	IWGIA
<i>Development Redefined: How the Market Met Its Match</i>	John Cavanagh & Robin Broad	Paradigm Publishers
<i>Think Like a Commoner: A Short Introduction to the Life of the Commons.</i>	David Bollier	New Society Publishers

<i>Autonomy is in Our Hearts</i>	Dylan Eldredge Fitzwater	PM Press (Kairos)
<i>The Elusive Promise of Indigenous Development: Rights, Culture, Strategy</i>	Karen Engle	Duke
<i>The No-Nonsense Guide to International Development</i>	Maggie Black	No-Nonsense Guide
<i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>	James C. Scott	Yale University Press
<i>In the Way of Development: Indigenous Peoples, Life Projects and Globalization.</i>	Blaser, Mario, Harvey A. Feit, and Glenn McRae	Zed Books
<i>The Anthropology of Development and Globalization and/ or I will post the PDF</i>	Marc Edelman and Angelique Haguereud	Blackwell
<i>Learning Endogenous Development</i>	COMPAS	Practical Action
<i>Game as Old as Empire</i>	Hiatt	
<i>The Development Dictionary: A Guide to Knowledge as Power</i>	Wolfgang Sachs	Zed Books
<i>Thy Will be Done: Nelson Rockefeller and the Age of Oil</i>	Colby and Dennet	
<i>The Land is the Source of the Law</i>	C.F. Black	

My third book, *Kernels of Resistance: Maize, Food Sovereignty, and Collective Power*, was just released open access. I'll be assigning excerpts from Chapter 3 about the Green Revolution, but if you are interested in reading more, it can be downloaded following links from my webpage: <https://grandia.faculty.ucdavis.edu/kernels-of-resistance/>

A gentle note that if you are interested in working with me, then you should probably read my books and/ or my other articles. For more information on my research and links to my publications, see <https://grandia.faculty.ucdavis.edu/>. It feels very odd to have to say this, but I've been startled in qualifying exams at how little graduate students are reading their own committee members' work, even their own advisor's! When you go on the job market, people will ask you about the work produced in your own department. UCD-NAS has a unique hemispheric tradition, so you should be able to speak to the the intertwined and mutual relations of Indigenous peoples from northernmost Arctic (Utqiagvik) to Tierra del Fuego (Onisin). Nefarious actors (corporations, development banks, international government agencies, etc.) are definitely doing so.

Manners, rules, and rituals

1. **Zoom link, URL:** <https://ucdavis.zoom.us/j/97207709512?pwd=VVJVfgXfqZSv0sQfbake74aiuZA1f7.1>

Meeting ID: 972 0770 9512

Password autonomy

Zoom link: [click here](#)

Liza Grandia is inviting you to a scheduled Zoom meeting.

2. **Plagiarism** and cheating will not be tolerated. Turning in the same or similar paper you wrote for another class is another serious form of academic dishonesty. It's painfully obvious when someone skims the readings long enough to write a vague discussion reflection or, worse, copy something from another class. If you use AI software, you are cheating yourself because earning a Ph.D. is about learning to be a clear writer. I will refer any cases of academic dishonesty to Student Judicial Affairs and you will receive a zero for the assignment, resulting in a failing grade in the course. For tips on avoiding plagiarism problems, see: <http://cai.ucdavis.edu/aip.html>
3. To avoid the problems above, there will be an in-person, comprehensive final exam. It will be open notes, but you won't have time to research the answers if you didn't do the reading.
4. **Make a friend.** If you miss class, ask a fellow classmate what happened.
5. In pedagogical contexts, I go by **Professor Grandia and/or Dr. Grandia**, in person and/or in writing.
6. **Faculty email:** I'm growing in email as department chair. Let's have a conversation for any substantive questions either in telephone hours or after class. I'll always hang out on the Zoom a bit after class.

Note: I do not accept assignments by email! Everything must go to Canvas. Seriously, I will delete anything you turn in by email! I am not your secretary. I have about 15 Gmail accounts for different hats, causes, projects, and campaigns, which makes it really cumbersome to accept Google Docs. Download your own document and attach it.

7. **Class listserv.** Feel free to share events and materials to: nas212-w25@ucdavis.edu
8. **Social media.** I maintain a Facebook group for graduate students who have taken either 212/220 with news postings about topics related to neoliberalism, autonomy, Indigenous social movements and corporate power. The groups are set up so that you can join without having to friend me. <https://www.facebook.com/groups/1706467649576622>
9. **Special needs or concerns.** Any student with documented special learning needs or concerns should speak with me during the first two weeks of the quarter about any accommodations needed. I have my own disability accommodations with the university for both Covid vulnerability and multiple chemical sensitivities. I am more than happy to provide the support you may need, but I cannot read minds.
10. **Telephone hours.** I organize my telephone hours through [Calendly](#). To reduce the hours you have to spend online or waiting in limbo in a Zoom room, I've been doing these by telephone. If you need to see my exhausted face, then book me for Zoom and Calendly will send you a link. Otherwise leave your phone number. Book two slots if you need more than 20 minutes. If I'm running late, I usually text the person in the "batting box" my approximate ETA. But given my chair responsibilities, I'm going to stick to appointments and you can rebook if we don't cover your agenda in the timeframe.
11. Any **revisions to the syllabus** due to the ongoing Covid pandemic, the threat of a new H5N1 pandemic, and unfolding political disasters will take precedence over this document. I will make any official announcements in "Announcements" on Canvas, so you can refer back to them.
12. **Deadlines.** Because we have three small assignments, rather than a major paper, my deadlines in this

class are strict. If you turn in work late, it falls to the bottom of my work pile and no guarantees of when it will be graded. NOTE: Commentaries posted after noon will not get any credit. That's a strict deadline.

Evaluation

Your grade in the course will be based roughly 1/4 on participation, 1/2 on smaller written assignments and 1/4 on quizzes and the final exam. Please see grade table for exact numbers.

1. Participation

- a. **Get to know you form** (20 points): Download the form in Word or Pages and fill it out. Re-upload to "assignments" by the end of the first week, so I know who is in the class. If you would, make sure you have updated your Canvas profile with a proper photo and introduce yourself with one line (department, year in grad school, interests, Zoom room, and other contact information) to "Forum" so we can all learn each other's names and be in touch virtually.
- b. **Class participation** (80 points): You get 5 points for showing up (this allows you one excused absence) for nine classes. The rest of your participation grade you must earn by *participating* (10 points each week). *Life happens*, you have one excused absence, no questions asked.
- c. **Commentaries** (80 points): Each week you will post 1 short paragraph and/or equivalent sets of bulleted points to Canvas to help prepare you for class discussion. These commentaries may be experiential, political, analytical, or theoretical in nature. Do not summarize the readings. React to them. Look for patterns and themes and make connections among the readings. These short reactions should be posted by **Wednesday before class at 12 pm**. If your schedule permits, check out your classmates' postings before seminar if you want to reflect on how you will respond live in seminar and deepen the discussion.
- d. **Pods.** (20 points) "Pods" were wildly popular with my last two 212 seminars. It seemed to help everyone get their juices flowing and took us to a deeper level of discussion in the large group. We will organize the pods during the first seminar session and then with your group you can set your regular meeting time amongst yourselves. Every week thereafter, your pod should find 45 minutes to meet/Zoom/telephone at your group's discretion. Someone each week should take responsibility to post the gist of your discussion and record attendance (paragraph or so). If it's hard to coordinate schedules, you can always make use of the open 3-4 Wed time-frame. At the midterm, I'll poll the class to see if you want to rotate pod membership or stick with your group. Usually the class opts to shake up the pods to expand your networks. Twice a quarter, you should be the spokesperson for your pod which means sending me a brief email with the gist of what y'all talked about (small paragraph or bullet points with lingering questions) and be ready to share that with the class verbally.
- e. **Quizzes/exam:** There may be random pop quizzes on the reading and lectures if discussion or attention lags. The final exam will cover material from my mini lectures, a map quiz, and highlights from our class discussion.

2. Written assignments. *More details will be posted onto Canvas under the assignments as the quarter unfolds.*

- a. Development buzzword.
- b. Disciplinary skeletons.
- c. Autonomy self-analysis.
- d. Decolonization or alternative development concept paper.

In lieu of a traditional term paper, we will have a final exam the last week of class.

Item	Points	Due date
I. Participation (250)		
Get to know you forms	10	January 10, 2025, 5 pm
Commentaries	80	Each week, 1 freebie (8/9 weeks, total)
Class participation	80	Actually talking in class at least once each week, 1 freebie.
Pop quizzes (if needed)	40	Hopefully not needed, but up to 4.
Pod reporter	20	Twice you email me to convey the gist of your pod discussions and then also share as spokesperson in seminar.
Pod assesment	20	After week 5 and 10, your podmates will assess your contributions privately to me.
II. Written assignments (750)		
1. Development buzzword	150	January 27th, 5 pm
2. Disciplinary reflection	150	Monday, February 10th, 5 pm. This should reflect both a depth of understanding of your discipline to the colonial or development enterprise, some investigative work, reflexivity, and concrete ideas for transformation.
3. Autonomy analysis	100	Monday February 24th, 5 pm
4. Concept paper	150	Monday, March 17, 5 pm. A 2-page outline of an alternative development project that enhances collective autonomy (or sovereignty). Unlike Trump's "concept of a plan," a concept paper is lingo for a short version of grant proposal that should have all the same elements (goals, objectives, budget, rationale, methodology/process).
Final exam	200	Wednesday, March 19, 3-5 pm, Room TBD* will include a map quiz
Total	1000	<i>To be divided by ten and translated to letter grades.</i>

Topics and readings

- ❖ Reading from a required book
- Canvas reading

Week 1, January 8 - Praxis 101, a.k.a., Decolonization Is Not a Metaphor

- Introductions
- Whither the hemisphere
- Beyond the local - a tale of a gold-dipped leaf
- Ecofeminism back in style?
- From trickster capitalism to transformative capitalism
- Autonomy / sovereignty - two sides of a coin or different paradigms?
- Salt and seeds.... Gandhian lessons for social movements today
- Social change versus charity
- Microcredit to the fortune at the bottom of the pyramid...
- Back to the future
- How well do you know Abya Yala?

If you are not familiar with the article by Eve Tuck and K. Wayne Yang, "Decolonization is not a Metaphor," you should peruse it before class.

Week 2, January 15 - History and Fundamentals of International Development [108]

- Black, Maggie. 2007. *No Nonsense Guide to International Development*. Skim as needed, 8-51, 87-90 [22]
- Cavanagh, John and Jerry Mander. 2003. "World Bank, IMF Turned Poor Third World Nations Into Loan Addicts." *CCPA Monitor*, 19-22. [3]
- Broad, Robin, and John Cavanaugh. 2009. "Timeline" *Development Defined: How the Market Met Its Match*. Boulder: Paradigm Publishers [skim as needed, 21]
- Hiatt, S., 2007. Intro to *A Game as Old as Empire: The Secret World of Economic Hit Men and the Web of Global Corruption*. Berrett-Koehler Publishers, Inc., San Francisco. 13-29. [16]
- Sachs, Wolfgang. 1992. Preface and Intro. *The Development Dictionary*. London: Zed Books.[15]
- Gronemeyer, Marianne, "Helping." 1992. *The Development Dictionary*, ed. Wolfgang Sachs. London: Zed Books. [14]
- Waring, Marilyn. "The Invisibility of Women's Work." *Canadian Woman Studies* 17(2): 31-3. [3 page selection], plus 2003 "Counting for Something." *Gender and Development* 11(1); 35-37 [3]
- Federici, Silvia. "The Lockdown Showed how The Economy Exploits Women. She Already Knew." *New York Times Magazine*, February 17, 2021 [11]
- NEWS article for reflection: "\$29 Trillion: That's How Much Debt Emerging Nations Are Facing." *New York Times*, June 14, 2024
- *Recommended for those going into international development: Hancock, Graham. 1989. Introduction to Lords of Poverty: The Power, Prestige, and Corruption of the International Aid Business. New York: Atlantic Monthly Press. 3-33 with a two-page preview of the chapter on "Aristocracy of Mercy" [35]. And the entire Development Dictionary edited by Wolfgang Sachs.*

Recommended for those going into urban/community development: Piven, Frances Fox and Richard Cloward, 1971. Introduction and Chapter 1. *Regulating the Poor: The Functions of Public Welfare*. New York: Vantage [47, *can skim*]

- *Recommended for those in NAS*: Vine Deloria's chapter on missionaries in *Custer Died for your Sins*.
- *Recommended for those from gender and women's studies*:
 - Jaggar, Alison M. 2001. "A Feminist Critique of the Alleged Southern Debt." *Hypatia* 17(4): 118-42
 - Recommended: Mies, Maria. 1998. "Women and Work in a Sustainable Society." *CrossCurrents* 47(40): 473-92.
 - Recommended, Maria Mies's book *Patriarchy and Accumulation on a World Scale*. Preview [here](#)
 - Caroline Saunders & Paul Dalziel. 2017. 'Twenty-Five Years of Counting for Nothing: Waring's Critique of National Accounts, *Feminist Economics*, 23:2, 200-218, [18]

If you are new to the field of international development issues, you might also stream these documentary films - "The End of Poverty" or "Poverty, Inc." Or in lieu of Netflix thrillers, I also recommend reading the *Game as Old as Empire* in its entirety if you really want to know what you're up against. *Thy Will be Done* is also a page-turning masterpiece that interweaves the history of the Rockefellers in the U.S. west with the CIA, oil interests, and evangelicals in Latin America.

Week 3, January 22 - Autonomy versus the state logics of legibility, standardization, growth, modernization

- Mohawk, John C. 2000. "Utopia and the Pursuit of the Idea" *Utopian Legacies: A History of Conquest and Oppression in the Western World*. Santa Fe, NM: Clear Light Publishers. 1-14. [14]
- Scott, James. 1998. Intro and selected chapter. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, New Haven: Yale University Press, 1-53, 309-341. [80]
- Scott, James. 2012. Vernacular Order, Official Order. In *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*. Princeton, NJ: Princeton University Press, pp. 30-56. [26]
- Esteva, Gustavo. "Development"; Sachs, Wolfgang, "Environment." Rahnema, Majid, "Participation." 1992. *The Development Dictionary*, ed. Wolfgang Sachs. London: Zed Books. [55]
- Graeber David. 2015. "Introduction." *The Utopia of Tules: On Technology, Stupidity, and the Secret Joys of Bureaucracy*. New York: Melville House. [22]
- Cusicanqui, Silvia Rivera. 2007. "Anarchism and Indigenous Resistance in Bolivia." *Upside Down World* [8]. & selection from "Reflection on the Practices of Decolonization, 101-4.
- Skim James Ferguson's *Anti-Politics Machine* concept.
- Conklin, Beth. 1993. "Body Paint, Feathers, and VCRs: Aesthetics and Authenticity in Amazonian Activism." *American Ethnologist* 24(7):711-37.
- Grandia, Liza. 2024. "The Green to Gene Revolution." *Kernels of Resistance: Maize, Food Sovereignty, and Collective Power*. Seattle: University of Washington Press.

You all all cordially invited to my book launch, Thursday January 23rd, 101 Bowley, 4-5 pm, next to the Ecological Garden.

If you have the interest to keep reading. Very optional: Grandia, Liza. 2013. Road Mapping: Megaprojects and Land Grabs in the Northern Guatemalan Lowlands. *Development and Change* 44 (2):233-59.

ASSIGNMENT 1: Pick a development buzzword. Explore its genealogy, debunk it from an Indigenous point of view. See, for example, the sample chapter by Cutcha Risling Baldy and Heather Gough on "resilience" as a new buzzword- Monday, January 27th, 5 pm.

Week 4, January 29 - Anthropology, Indigenous peoples, and development [about 150]

- Deloria Jr., Vine. 1969. "Anthropologists and Other Friends" In *Custer Died for Your Sins: An Indian Manifesto*. New York: Macmillan., 78-100. [22]
- Biolsi, Thomas, and Larry J. Zimmerman. 1997. Introduction. *Indians and Anthropologists: Vine Deloria Jr. and the Critique of Anthropology*. Tucson: University of Arizona Press. Introduction. [21]
- De la Peña, Guillermo. 2005. "Social and Cultural Policies Towards Indigenous Peoples: Perspective from Latin America." *Annual Review of Anthropology* 34: 717-39. [22]
- Murray, Gerald F. 1987. The Domestication of Wood in Haiti: A Case Study in Applied Evolution. In *Anthropological Praxis*, edited by R. Wulff and S. Fiske. Boulder, CO: Westview Press. [17]
- Obituary. Rodolfo Stavenhagen. IWGIA.
- Declaration of Barbados (Varese and twelve other anthropologists), 1973.
- Reflections on Barbados from Cultural Survival.
- Varese, Stefano. 2006. "Indigenous Epistemologies." *Witness to Sovereignty: Essays on the Indian Movement in Latin America*. Copenhagen: IWGIA. 274-86 [12]
- Johnston, Barbara Rose. Sample CV and narrative description of a public/human rights anthropologist.
- Ned Blackhawk's new Franz Boas project.
- Ami, Christine. 2020. "Politics of Distrust" *Indian Country Today*, September 21. [5]
- Grandia, Liza. 2015. "Slow Ethnography: A Hut with a View." *Critique of Anthropology* 35 (3):301-17. [17]

Recommended for those doing scholar-advocacy against mega-projects:

- Johnston, Barbara Rose and Carmen Garcia-Downing. "Hydroelectric Development on the BioBio River, Chile: Anthropology and Human Rights Advocacy" in *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*, edited by M. Blaser, H. A. Feit, and G. McRae. New York: Zed Books with International Development Research Centre. 211-35.

Optional for those with a special interest in gender and development:

- Nader, Laura. 1989. "Orientalism, Occidentalism and the Control of Women." *Cultural Dynamics* 2 (3):1-33. [33]

Recommended as an excellent "review" style essay that peers critically at skeletons in the closet:

- Edelman, M., Haugerud, A., 2005. *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neoliberalism*. Blackwell, Malden, 1-74.

ASSIGNMENT 2: Reflect on the skeletons in your disciplinary closet, due Monday, February 10 by 5 pm.

See folder of readings about geography.

See published piece that came out of a former student's reflection on journalism. Pierce, Anneliese and Marc Dadigan. 2021. "How We're Reporting and Why It Matters." *Shasta Scout*. September 26

Week 5, February 5, - Indigenous advocacy at the U.N. and the problem of “poverty” [200+]

- Tauli-Corpuz, Victoria. 2010. "Indigenous Peoples' Self-Determined Development: Challenges and Trajectories." & "Indigenous Peoples and the Millennium Development Goals" In *Indigenous People's Self-Determined Development*. 1-78, 513-41 [whole book available for you to skim]
- Eversole, Robyn, 2005. “Overview: Patterns of Indigenous Disadvantage Worldwide.” In *Indigenous Peoples and Poverty: An International Perspective*, eds. Robyn Eversole, John-Andrew McNeish, and Alberto D. Cimadamore. London: Zed Books. 29-37.
- Hall, Gillette, and Harry Patrinos. 2005. Executive Summary: *Indigenous Peoples, Poverty and Human Development in Latin America: 1994-2004* Washington, DC: World Bank. &/or explore this website:
 - press release <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/0,,contentMDK:20505834~pagePK:146736~piPK:146830~theSitePK:258554,00.html>
- United Nations, UN. 2009. *State of the World's Indigenous Peoples*. Edited by Department of Economic and Social Affairs, *ST/ESA/328*. New York: United Nations, 1-45.
- Henrikson, Georg. “Introduction.” *Indigenous Self-development in the Americas*. Copenhagen: International Working Group for Indigenous Affairs. IWGIA. 1989. Download the whole book if you want at: http://www.iwgia.org/iwgia_files_publications_files/0161_63_indigenous_self_development_in_America.pdf, 6 pages.
- United Nations Declaration on the Rights of Indigenous Peoples. 2007. [7]
- Sample World Bank rhetoric [2]
- Glennie, Jonathan. 2014. “Why are Indigenous People Left Out of the Sustainable Development Goals.” *The Guardian*, August 14.
- Schabus, Nicole, “Going International To Decolonize,” *The Decolonization and Reconciliation Handbook*, 63-65

Week 6, February 12 - Native economies, a.k.a. Indigenomics

- Hinton, Carol Anne - TBD page selection from *Indigenomics*. & explore her institute’s website. <https://indigenomicsinstitute.com/about-us/>
- O’Neill, Colleen. 2004. Rethinking Modernity and the Discourse of Development in American Indian History, an Introduction. In *Native Pathways: American Indian Culture and Economic Development in the Twentieth Century*, edited by B. H. a. C. O’Neill. 1-25. [25]
- Mohawk, John. Part II. “Indigenous Economies.” *Thinking in Indian: A John Mohawk Reader*, ed. Jose Bareiro. Fulcrum Publishing. **read the first ten pages or so**. [10]
- Russell, Wendy. 2004. “The People Had Discovered Their Own Approach to Life: Politicizing Development Discourse.” in *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*, edited by M. Blaser, H. A. Feit and G. McRae. New York: Zed Books with International Development Research Centre. 130-150. [20]
- LaDuke, Winona. 2017. “Prophecy of the Seventh Fire: Choosing the Path that is Green” 37th EF Schumacher Lectures. November. [30]
- Bunten, Alexis Celesete. 2011. “A Call for Attention to Indigenous Capitalisms.” *New Proposals: Journal of Marxism and Interdisciplinary Inquiry* 5 (1): 60-71. [11]
- Corntassel, Jeff, and Cheryl Bryce. 2012. “Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization.” *Brown Journal of World Affairs* XVII (2):151-62. [11]

- Barnett, Tracy L. 2019. "How the Women of Standing Rock are Building Sovereign Economies." *Yes! Magazine*. [7]
- 5h, Indigenous Environmental Network, opposition to carbon credits as CO²lonialism
- 5i, News articles, 3 transformative Native American businesses in current events

Recommended, a classic, George Manuel's *The Fourth World*, published in 1974. George Manuel (1921-1989, Secwépemc/Shuswap) was chief of the National Indian Brotherhood and founder of the World Council of Indigenous Peoples. It's a gorgeous memoir of how his political formation was grounded in principles of community development.

Week 7, February 19 - Maya autonomy and governance

- San Andres accords, translated to English, skim.
- Marcos, Subcomandante. 2003. "Zapatistas Don't Want Charity but Respect."
- Biengemer, "Can the Zapatista Movement in Chiapas/Mexico be Considered a Post-Development Movement." *Global Politics*. 12 pages.
- Gahman, Levi, Filiberto Penados, and Adeaeze Greenidge. 2020. "Indigenous Resurgence, Decolonial Praxis, Alternative Futures: The Maya Leaders Alliance of Southern Belize." *Social Movement Studies* 19(2): 241-48.
- Andrews, Abigail. 2010. "Constructing Mutuality: The Zapatistas Transformation of Transnational Activist Power Dynamics," *Latin American Politics and Society* 52(10): 89-120.
- Grandia, Liza. 2020. "Back to the Future: The Autonomous Indigenous Communities of Petén, Guatemala." *Antipoda* 40: 103-27 + blogs [40]
- Bastos, Santiago. 2021. "Community, Dispossession, and Ethnic Rearticulation in Mexico"
- González, Miguel. 2015. "Indigenous Territorial Autonomy in Latin America: An Overview." *Latin American and Caribbean Ethnic Studies* 10 (1):10-36. [26]
 - Recommended. Stocks, Anthony. 2005. "Too Much for Too Few: Problems of Indigenous Land Rights in Latin America." *Annual Review of Anthropology* 85-99. [14]

ASSIGNMENT 3: Track your life/time for a week about what aspects of your life are dependent on the market economy and those that are autonomous. Is the glass half full or half empty? Inventory your time and then make a 1-2 page journal reflection, due Monday, February 24, 5 pm.

Week 8 - February 26, Endogenous development, buen vivir, good government, social justice, food sovereignty, commons, & happiness [heavy reading]

- COMPAS. 2007. Selection. *Learning Endogenous Development: Building on Bio-cultural Diversity*. Stylus Publishing (Practical Action Publishing), pages 92-107.
- Bjork-James, Carwil, Melissa Checker, and Marc Edelman. 2022. "Transnational Social Movements: Environmentalist, Indigenous, and Agrarian Visions for Planetary Futures." *Annual Review of Environment and Resources* 47: 583-608.
- Gudynas, Eduardo. 2011. Buen Vivir: Today's Tomorrow. *Development* 54 (4):441-47.
- Boddy, Janice. 2014. "Davi Kopenawa's Letter to the World." *Hau: Journal of Ethnographic Theory* 5(20): 329-333.
- Grey, Sam and Raj Patel. 2014. "Food sovereignty as decolonization: some contributions from Indigenous movements to food system and development politics." *Agriculture and Human Values* 32: 431-44.

- Community of Sarayaku. 2012. “Kawsak Sacha - Living Forest: Living and Conscious Being, Subject of Rights.” Trans. Frederique Apffel-Marglin.
- Anthias, Penelope. 2016. “Indigenous Autonomy in the Age of Extraction.” *NACLA* July 29.
- Bruno Barras’s, “Life Projects: Development Our Way.”. in *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*, edited by M. Blaser, H. A. Feit and G. McRae. New York: Zed Books with International Development Research Centre. 26-51.]
- Kothari, Atish, Ariel Salleh, Arturo Escobar, Federico Demaria, and Alberto Acosta. 2019. *Pluriverse: A Post-Development Dictionary* New Delhi: Tulika Books and Authorsupfront. *Peruse the book as you like, but these sections are especially wonderful:*
 - Introduction
 - Neo-Extractivism
 - Agroecology
 - Autonomy
 - Buen Vivir
 - Commons
 - Comunalidad
 - Ecofeminism
 - Environmental justice
 - Food sovereignty
 - Gift economy
 - Gross National Happiness
 - Human rights
 - Kawsak Sacha
 - Nature rights
 - Sentipensar
 - Slow movement
 - Tribunal on the rights of nature
 - Wages for housework
 - Zapatista autonomy

Week 9 - March 5, Commons

- Bollier, David. 2014. *Think Like A Commoner*. Gabriola Island, BC: New Society Publishers...excerpts, 9-53 & 167-180. [full book in Free books]
- Grandia, Liza. 2012. [Most of] Introduction and Conclusion. *Enclosed: Conservation, Cattle, and Commerce among the Q'eqchi' Maya Lowlanders*. Seattle: University of Washington Press
- Monterroso, Iliana, Peter Cronkleton, and Anne M. Larson. 2019. “Commons, Indigenous Rights, and Governance.” *Routledge Handbook of the Study of the Commons*, pp. 376-91.
- Hegemony, Susan. 2019. “The Indigenous Commons.” *Minnesota Review* 93, 133-40.
- Vásquez, Lorenza Arango. 2024. “Indigenous Peoples, Commons and the Challenge of Sustaining Life Amid Capitalist Land Grabs.” *Journal of Peasant Studies* DOI: <https://www.tandfonline.com/doi/full/10.1080/03066150.2024.2431517>.
- LaDuke, Winona. 1993. “Voices from White Earth: Gaawaabaabiganikaag.” *Thirteenth Annual Schumacher Lectures*.
- Website: <https://www.indigenouscommons.co/>

Optional — assorted articles from the history of the Buffalo Commons idea

Recommended. Federici, Silvia. 2019. *Re-enchanting the World: Feminism and the Politics of the Commons*. Oakland: PM Press

FYI, Free NAGSA tickets for campus book author's talk at the Mondavi, *Weathering* about historic trauma. <https://www.mondaviarts.org/whats-on/dr-arline-geronimus/>

Week 10- March 12, Will the Revolution be funded? - Guest speaker, Dr. Jessa Rae Growing Thunder!!!

Nb: readings may change; Dr. Growing Thunder will be sharing some materials with us

- ❖ Villanueva, Edgar. *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance*. Focus on Part III: How to Heal - especially Step 3-7 (pp. 135-205, especially pp. 159-205)
- Violence, INCITE! Women of Color Against. 2009. Introduction and Madonna Thunderhawk's chapter. *The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex*. Boston: South End Press.
- Walker, Darren. 2015. "Toward a New Gospel of Wealth."
- ———2020. "Are You Willing to Give Up Your Privilege? Philanthropy Alone Won't Save the American Dream." *New York Times*, June 25.
- Grassroots Development Framework, IAF
- Vance, Mario. Measures to Match the Mission.
- Nonprofit Storytelling e-guide.
- Explore websites of Christensen Foundation, Seventh Generation Fund, and more.
- USAID policy document. [SKIM to see how awful it is]
- Press release on new California tribal fund.

> *Optional: I'll share my Zoom training on nonprofit fundraising and the art of a nonprofit grant proposal.*

ASSIGNMENT 4: Prepare a 2-page single spaced concept paper for an alternative development; a material plan for decolonization; or an advocacy strategy to stop an ill-conceived development project, March 17 by 5 pm.

FINAL EXAM: In person - March 19th, 3-5 pm, open notes.