

Corporate Colonialism

NAS 121, Winter 2020, CRN 76741
Mondays & Wednesdays 12:10-2:00 pm,
Hart Hall 1130
with

**Liza Grandia, cultural anthropologist &
Associate Professor, Native American
Studies**

lgrandia@ucdavis.edu
Reader: Hayley Steele, shsteele@ucdavis.edu

Office Hours, Wed. 2:15–4:15 pm in my office, Hart #2419
<https://www.signupgenius.com/go/5080F45A8AA2CA20-winter1>

Prerequisites: None. Any curious student prepared to do the reading and participate is welcome.

“For the time is coming when middle class America will become credit card-carrying, turnpike-commuting, condominium-dwelling, fraternity-joining, churchgoing, sports-watching, time-purchase-buying, television-watching, magazine-subscribing, politically-inert transmigrated urbanites who, through the phenomenon of the second car and the shopping center have become golf-playing, wife-swapping, etc. etc. suburbanites. Or has that day dawned? If so, you will understand what has been happening to Indian communities for a long, long time.”

-Vine Deloria, Jr.

“I wanna be free. I want you to be free. A lot easier for me to be free if you're free.”

- Russell Means, activist

Course description

This course will critically examine the **price of progress** for Native peoples...and everyone else. Over the quarter, we will explore key tenets of **consumer modernity** from an indigenous perspective and discuss how the tools and techniques of **social and cultural control** utilized in the forced assimilation of indigenous peoples — for example, through boarding schools — continue today through more subtle, self-disciplinary processes of neoliberalism. While crossing many academic boundaries, the syllabus is inspired by anthropological theories about **controlling processes and corporate power**.

Course objectives

The purpose of this reading-intensive course is to enable students to discover and analyze patterns of control in their own lives in relation to the history of assimilation and ethnocide of native peoples of the Americas. By the end of the semester, students taking the course should be able to:

- ★ Define, describe, and give examples of the meaning of “hegemony” and “controlling processes” both in an academic context and in everyday life (personal experience, news, or other popular culture).
- ★ Recognize the characteristics and perils of negative utopias and connect this to the work of theorists such as Antonio Gramsci, Laura Nader, and John Mohawk.
- ★ Trace the history of the rise of the corporation and the effects of its transnationalization on indigenous peoples.
- ★ Define and give examples of key course concepts such as: direct and indirect control, consent, groupthink, cults, trustanoia, military-industrial complex, public/private sphere, free trade, coercive harmony, commodification, neoliberalism, academic freedom, choice, alienation, generation gap, incremental change, trimtabs, microprocesses, standardization, Faustian bargains, among others.
- ★ Articulate the challenges and possibilities of counter-hegemonic efforts for building “another world.”

Beyond these key topics, students will receive instruction & guidance on reading strategies, critical analysis, & written articulation of original intellectual ideas. (The GEs for this course are: American Cultures, Governance & History; Domestic Diversity; Social Sciences; World Cultures; Writing Experience.)

Course format

There will be two 2-hour class sessions each week that integrate lecture, discussion, small group activities, student participation, and films. I try to incorporate most of the readings into lecture/discussion, but regardless of whether they are addressed overtly or indirectly, you are still responsible for having read them and may be tested on the material. Be forewarned that at least one third of my exams are based on things you could *only* know if you did the readings. As a rule of thumb, you should be spending an average of 8-10 hours a week outside of the classroom on your assignments and weekly class preparation.

Readings

There are **two required books**, which you can acquire at the campus bookstore or from another bookseller.

1. Orwell, George. 1984. Any edition, originally 1949.
 2. Nelson, Melissa K. 2011. *Original Instructions: Indigenous Teachings for a Sustainable Future*. San Francisco: Berrett-Koehler Publishers.
- *Recommended:* Grandia, Liza. 2012. *Enclosed: Conservation, Cattle, and Commerce among the Q'eqchi' Maya Lowlanders*. Seattle: University of Washington Press.

This class is about our world today. From time to time, I may ask you to read or view related news items or websites. I also highly recommend that you read a daily newspaper, listen to an alternative news show like *Democracy Now!* with Amy Goodman, and follow Native news or social media feeds. It's also important to note the difference between what mainstream and other sources report. The *New York Times* offers generously discounted home delivery & digital subscriptions for students here: <http://homedelivery.nytimes.com/HDS/StudentHome.do?mode=studHome>

Many other required readings will be available on recycled paper in a course packet available at Davis Copy Maxx, 232 Third Street, and/or, *only if you truly read well online*, for treeless download on **Canvas** (§) under "Files." Additional "**recommended**" readings may be posted by week/topic to Canvas, but you will only be responsible for the reading material already listed on this syllabus.

Attendance, curiosity, and participation

"It is a miracle that curiosity survives formal education." – Albert Einstein

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

"Judge a man by his questions rather than by his answers." – Voltaire

"I think, at a child's birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift should be curiosity" – Eleanor Roosevelt

Punctuality, participation, and a passion for learning will put you on the right path to the grade you want. If for some reason, you need to leave early, let me know before we begin and exit quietly. As a medium-sized class, attendance and participation is especially important, so come prepared to engage, discuss, and take notes. If you are shy about spontaneous participation, you may want to write down some prepared comments and/or use thoughts you've already collected in your learning journal.

How will I quantify participation? You will receive a score for 16 of our 18 sessions. This allows you two excused absences, no questions asked. You get 1 point for showing up on time and 2 points for signs of active listening (taking notes, nodding, smiling, and demonstrating other signs of paying attention) [3 points = 45]. Under no circumstance should you text, surf the web, or disrupt the class with private chatting. I will subtract all 3 points and then some for any instance of poor manners (surfing, chatting, tardiness, texting, falling asleep, or being disruptive in some other way).

In addition, as a “class citizen,” you should make a substantive public contribution at least 5 times in the quarter (4 points each). Some of you may talk and participate a lot more than this, which will be credited in my discretionary assessment (another 20 points, in other words, potentially the difference between a C & a B or a B & an A). To record your participation:

- 1) download the “memory hole” booklet template, cut it up, staple, and put your name on it;
- 2) whenever you verbally participate, sum up your comment in your booklet in a sentence or two (*silent thoughts do not count*);
- 3) whenever you’ve fulfilled your five participation moments, please turn it into the Reader; if you don’t make the full five, turn in what you have the last day of class.

Evaluation

My courses are never graded on a curve. Everyone has the hypothetical opportunity to make an A, but by no means is this the default grade. Against the trend of grade inflation, I assess mediocre work in the B- to D range, not as an A minus. Your final point will be translated into letter grades according to this scale.

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

Grade petitions: I invest considerable effort into ensuring that my grading is fair and equitable and giving you detailed feedback. Hence, working harder and showing improvement over the quarter will more likely result in an overall grade bump than quibbling about an individual assignment. Any petitions must be submitted in writing within one week of the released grade, accompanied by a photocopy of the graded item (not the original).

If, however, I’ve made a clerical mistake in entering a grade, please do bring that to my attention ASAP via email and/or after class. After grades are submitted, UC Davis forbids professors from changing grades, so you’d be wise to double check accuracy on/before the last day of class.

Manners, rules, and rituals

1. **Chemical sensitivities.** Let’s keep neurotoxic substances out of the classroom! You are kindly requested to refrain from wearing perfume/cologne or other cosmetic product with heavy synthetic odors, including scented laundry products (detergents, softeners, dryer sheets). For sensitive individuals, these affect memory, concentration, among other cognitive symptoms. If you should forget, sit in the back.
2. **Compatible software.** Please turn in assignments in either Microsoft Word formats (.doc or .docx) or Apple Iworks format (.pages). I will NOT take five extra steps to login to Google Docs and download your work for you. Audio visuals can be in .jpg, or .pdf, .ppt, or .keynote (please no Prezi or any other software program that requires a corporate account).
3. **Readings** should be completed *before* class. As a rule of thumb, you should be spending 8-10 hours a week on average for any college course. If you think a class in Native American Studies should be “easy,” you may want to reflect on the ethnocentrism of that assumption.
4. **Slides.** To encourage better listening and note-taking, please know that my pedagogical policy is NOT to post lecture slides on Canvas. No adversary, supervisor, boss, or any other figure of authority in your future professional life is going to do so or spoon feed you notes. One of the essential skills of college is learning to take dynamic, memorable notes. If you are having trouble doing so, I encourage you to ask questions, read online tips about note-taking, talk with me after class, request that I slow down, use the Canvas chat feature to query other students, take advantage of the “curiosity corner,” organize study groups, or whatever else you need to do to learn the material.

5. **Make a friend.** If you miss class, ask a fellow classmate for notes or handouts. (See above). If you don't know someone, come down front after the first couple of classes to the "curiosity corner" to make a friend. Many students who have taken this class have organized discussion groups to continue the conversation. If something sparks your interest and you want to set up a place/time to invite others to talk, come down to the front to make an announcement. No one should be lonely in college! Let's actively work against alienation!
6. **Illness/conflicting appointment.** Life happens. You have two excused absences, no questions asked, so if you are contagiously ill, please stay home and get better. Don't worry about emailing unless you miss more than twice. For absences beyond 2 classes, email the Reader with a doctor's note and copy me.
7. **Podcasts for excused absences.** If you are within your two excused absences you can email the Reader to get a copy of the podcast, or just get notes from a friend.
8. **Faculty email.** Working against digital distraction, I try to treat email like regular postal mail, checking it thoroughly only once a day and prioritizing messages by urgency and importance for no more than a 7-day turn around time. Please speak to me *in person* for any substantive questions either in office hours or right after class for quick matters.
Note: I do not accept assignments by email! Nor will I print your papers.
I am not your secretary.
9. In pedagogical contexts, I go by **Professor Grandia and/or Dr. Grandia**, in person and/or in writing. For more information on my research and links to my publications, see <http://nas.ucdavis.edu/faculty/liza-grandia>.
10. **Student email.** Students are expected to read announcements that are addressed to the class through Canvas. Honestly, I work 70-80 hour weeks and then start a second shift as a single mother and community activist. If it's something mundane another student can answer, please chat with someone on Canvas or ask a friend. I will never read the Chat room; so it's truly a safe space to talk with your fellow classmates.
11. **Office hours.** I organize my office hours in 15 minute slots through Signup Genius. You can always link to this site from my department webpage. <https://www.signupgenius.com/go/5080F45A8AA2CA20-winter1> If these fill up chronically, I may announce additional hours. Please come prepared to make wise use of my time by bringing a piece of paper, a writing utensil, and a written or mental list of topics you wish to discuss.
12. **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.
13. **Missed/early exams.** Please note the date of exams on your calendar now and make travel plans accordingly. I do not give early or make-up exams. If you miss an exam, you'll be assigned a long piece of writing and research that won't be pleasant.
14. **Late assignments.** Late assignments are automatically docked a letter grade.
15. **Plagiarism** and cheating will not be tolerated. I refer any cases of academic dishonesty to Student Judicial Affairs and you will receive a zero for the given assignment or test, likely resulting in a failing grade in the course. *Note: turning in the same work for two or more classes constitutes plagiarism...you'd be amazed how many people have been caught doing this.* For tips on avoiding other plagiarism problems, see: <http://cai.ucdavis.edu/aip.html>
16. Any **revisions to the syllabus** that are announced in class will take precedence over this document. Any added or substituted material will always be posted to Canvas (you won't need to purchase anything new).

Assignment instructions

A. Introduction: By the end of the first week, download the Introduction form from assignments. Fill it out with a description of who you are and why you wish to take the class & include a photograph of yourself (to help me and the Reader learn names). If you are joining the class late, just upload ASAP. (Upload to § Assignments)

B. Control list: As you read the context-setting chapters of the two dystopian novels, *1984* and *Brave New World*, write a list of social and cultural controls (direct or indirect) that you observe. Categorize the lists and then write a paragraph or two how any/all these or similar controls appear in your own world. (Upload to § Assignments)

C. Time tracking: The week we discuss Taylorism, I want you to get an old fashioned notebook and keep track of your time (no apps! that will mess up the experimental conditions). You'll summarize the data and then write a paragraph of reflection about your time use. More details to follow! (Upload to § Assignments)

D. Pick an independent topic, do significant library/internet research on it, and assemble a **list of 12 cold hard facts** akin to a Harper's Index — in which the facts tell a coherent story. Imagine this as the base of what would be a research paper. Scrutinize your sources. Each fact should be linked to a bibliographic citation. (Upload to § Assignments.)

E. Reading journal: For three different topics, write a single-spaced page of reflections. Use a different genre for each topic from the 14+ below. You will be graded on the tone and empirical evidence appropriate for whatever genre you've chosen. Do not *summarize* the readings, but make it clear that you have done them and noticed the details and subtleties of the arguments! Then build from them to form your own original argument.

- Curiosity - do some original research on a topic mentioned in the reading that intrigued you
- Concern - write about whatever sparks indignation, outrage, passion
- Civic - write a letter to your congressional representative, a letter to the editor, or some other civic-type document
- Comparison - compare/contrast two or more readings
- Creative - a poem, story, whatever...BUT it MUST connect to the readings... it should be obvious how it does and if it's not obvious, write me a preface or introduction to the piece
- Communicative representation - design a photographic essay, powerpoint slides
- Contextual - reflect ethnographically about the topic
- Conversation - describe a conversation you had with someone about the topic
- Critical analysis - evaluate the argumentation and empirical evidence presented by the author(s)
- Comprehensive review - put all the readings for that day in conversation with one another
- Query - debate/discuss the text as a devil's advocate
- Connection - compare/contrast the readings with something you've learned or read elsewhere
- Kin - describe the topic/issue to a sibling or a grandparent in terms they would understand (in a dialogue or letter format)
- Current event - relate a reading to a current event or vice versa; include a link to the article
- Citation - expand the recommended readings by finding another academic source on the subject, especially related to indigenous peoples and annotate and introduce how/why it is an essential contribution
- Etc.

Be sure to include (a) the genre, (b) date and (c) a descriptive title on the heading of each journal entry. (Once you finish 3 topics, turn it in, and/or submit them no later than the last day of class.)

F. Personal and political. This should be a full page statement in two parts. The first part should describe something strategic you might change in your personal life as a result of what you have learned in this course. But personal change is easy. What I really want you to think about deeply is what BIG ISSUE broader social/economic/political/cultural issue or problems you would like to tackle and how it could be structurally fixed for everyone. Examples of some visionary ideas...

- Winona LaDuke's concept of a Buffalo Commons to reclaim and restore stolen Native lands
- David Korten suggesting to Create a Federal Recovery and Reconstruction Bank... with money from the Federal Reserve for green energy projects
- Robin Hood tax - speculation tax on Wall Street transactions, \$150 billion
- Legislate a shorter work week, more time for DIY, resiliency
- Cut military budget by 20% and explicitly invest those funds in schools and green energy projects in military base towns that would otherwise collapse...

This is an exercise in the skin/skeleton of hegemony in Gramsci's terms. If you can think of something that does *both*, then that may be the equivalent of Gandhi making salt!

Graded items

Item	Date	Description	Mode	Points
Exams				400
Midterm	W, 2/5	Bring a writing utensil.	In class	200
Final exam	W, 3/18, 1 pm	Bring a writing utensil.	In the same assigned classroom	200
Critical writing (per GE requirements, 10 pages)				500
A. Introductions <i>1 page</i>	F, 1/10	Get to know you form saved as: Surname, First, INTRODUCTION.doc(x)	Form + photograph uploaded to § <i>Assignments</i>	30
B. Social and cultural controls <i>1 page</i>	M, 1/20	List/classification of controls in the dystopian novel	Uploaded to § <i>Assignments</i>	50
C. Time tracking <i>2 pages</i>	M, 2/17	Keep track of your time by category for a week + reflection	Uploaded to § <i>Assignments</i>	100
D. Cold hard facts <i>2 pages</i>	Th, 3/6	On a topic of your choice, assemble 12 cold hard facts.	Uploaded to § <i>Assignments</i>	120
E. Learning journal <i>3 pages</i>	W, 3/11	For 3 different topics, write a half to whole page, single- spaced, comment (see below), 50 points each	Hard copy to the professor on the last day of class	150
F. The personal and the political <i>1 page</i>	T, 3/10	Share key lessons learned and what you might do about them — both personal & political.	Post by midnight on Tuesday and peer review others before class.	50
Participation				100
OPTIONAL		Join the Facebook page	https://www.facebook.com/groups/corporate.colonialism/	0
	1/6	Quiz, take as many times as you like	Review brochures in announcement and take the quiz before the first class.	5
	16 of 18 classes	Active learning	16 sessions *3, sign-in + 2 free	50
		Class participation (5X, 5 points)	Reiterated in a sentence on a slip of paper and added to the basket	25
		Overall	<i>My discretion</i>	20
	Friday, June 9	Remember to double check the Canvas Gradebook for accuracy		--
Total				1000

Symbols for readings

♣ Section of a required or recommended book

• Article from your packet

🌐 Website link

Day	Date	Topic	Readings	Total
I. Introduction				
1a	1/6	Occupy your mind... an introduction to neoliberalism, neocolonialism, or neofascism...	<ul style="list-style-type: none"> • Deloria Jr., Vine. 1969. <i>Custer Died for Your Sins</i>. New York: Macmillan, 100. [1] • Deloria Jr., Vine. 1970. <i>We Talk, You Listen: New Tribes, New Turf</i>. New York: Macmillan Company, 9-17, 169-80. [11] • Grandia, preface 1 page. [1] • Black, Carol, "Occupy your Brain." [7] • Galeano, Eduardo. 2000. Educating by Example. In <i>Upside Down: A Primer for the Looking-Glass World</i>. New York: Metropolitan Books, 5-8. [4] • West, Cornell. 2016. "Goodbye American Neoliberalism. A New Era is Here." <i>The Guardian</i>, November 17. [3] 	27
II. Structures of power				
1b	1/8	Dystopia and prophecy	<ul style="list-style-type: none"> ♣ BOOK - ORWELL. 1949. <i>1984</i>. New York: any edition. Part I, chapters 1-5. [61] • Huxley, Aldous. 1931. <i>Brave New World</i>. Chapter 1-3 [1-37 in download] • Huxley, Aldous. 1949. Letter from Huxley to George Orwell. [1] • Nader, Laura. 1983. 1984 and Brave New World: The Insidious Threat of Covert Control." <i>The Radcliffe Quarterly</i> 69 (4):2-3. [2] • Mohawk, John. "Utopia and the Pursuit of the Ideal." <i>Utopian Legacies</i>. Santa Fe: Clear Light Publishers, 1-14. [14] ♣ BOOK - NELSON: "Lighting the Sun of our Future," 1-19. [18] • Postman, Andrew. 2017. "My Dad Predicted Trump..." <i>New York Times</i>, Feb. 2. [6] • Kakutani, Michiko. 2017. "Why 1984 is a 2017 Must Read." <i>New York Times</i>, January 26 • Bennet, Jessica. 2014. "The Emoji Have Won the Battle," <i>New York Times</i>, July 25. [3] 	145
	1/10		Introduction forms due	
2a	1/13	Hegemony and controlling processes	<ul style="list-style-type: none"> • Nader, Laura. 1996. Controlling Processes—Tracing the Dynamic Components of Power (SELECTIONS). <i>Current Anthropology</i> 38 (5):711-12, 715-23. • Foucault, Michel. 1977. Panopticism. In <i>Discipline and Punish: The Birth of the Prison</i>. New York: Pantheon Books, 195-209. • Grandia, Liza. 2009. Raw Hides: Hegemony and Cattle in Guatemala's Northern Lowlands - SELECTION. <i>Geoforum</i> (40):721-22. • Machiavelli, Niccolo. 1940. <i>The Prince</i>. New York: Random House, 35-9, 63-6. • Gramsci, Antonio. 2000. Selections. In <i>The Antonio Gramsci Reader: Selected Writings 1916-35</i>, edited by D. Forgacs and E. J. Hobsbawm. New York: NYU Press, 56-9, 189-91, 196-7, 200-01, 300-5. • Deloria Jr., Vine. 1998. "Intellectual Self-Determination and Sovereignty: Looking at the Windmills in Our Minds." <i>Wicaso Sa Review</i>, Spring: 25-31. [8] 	56

Day	Date	Topic	Readings	Total
2b	1/22	The corporation as a person	<ul style="list-style-type: none"> • http://en.wikipedia.org/wiki/Corporate_personhood • Edwards, Jan, et al. "Timeline of Personhood Rights and Powers." www.move-to-amend.org • Move to Amend, explore website • Names and addresses of top 100 people killing the planet. Decolonial Atlas. [2] • Desjarlait, Robert. 2012. "Corporate Personhood and Sulfide Mining in Anishinaabeg Country." <i>Intercontinental Cry</i>, February 7. • Funes, Yessenia. 2018. "The Colombian Amazon is Now a Person and You Can Thank Actual People," AP. April 13. • Darlington, Shasta. 2019. "Battle for .amazon Domain Pits Retailer Against South American Nations," <i>New York Times</i>, April 18. • Taylor, Rory. 2019. "How Rights of Nature Legislation Affords Legal Standing, or Personhood, to Natural Entities," <i>Teen Vogue</i> [!] April 29. • Smith, Anna V. 2019. "The Klamath River now has the Legal Rights of a Person." High Country News, September 24. • Harris, Ainsley. 2019, "This Man Is Disrupting the Cult of the Billionaire." <i>Compass</i> October 21. [3] <p>FILM in class.</p>	20+
3a	1/20	MLK holiday	Control lists are due	
3b	1/22	Transnationalism	<ul style="list-style-type: none"> • Galeano, Eduardo. 2000. Injustice 101. In <i>Upside Down: A Primer for the Looking-Glass World</i>. New York: Metropolitan Books, 25-39. • Graeber, David. 2002. Real Globalization versus Corporate Globalization. Available from http://www.progress.org/tpr/real-globalization-versus-corporate-globalization/. • Marcuse, Peter (2000). "The Language of Globalization." <i>Monthly Review</i> 52(3):23-27. • Hall, Thomas D., and James V. Fenelon. 2009. <i>Indigenous Peoples and Globalization: Resistance and Revitalization</i>. Boulder, Co.: Paradigm Press, 1-11. • Dixon, Chris. 2019. "WTO Shutdown: Remembering for the Future: Learning from the 1999 Seattle Shutdown" <i>Common Dreams</i>, November 25. [20] 	42
4a	1/27	Intelligence	<ul style="list-style-type: none"> • Hall, Thomas D., and James V. Fenelon. 2009. <i>Indigenous Peoples and Globalization: Resistance and Revitalization</i>. Boulder, Co.: Paradigm Press, 136-7. • Churchill, Ward, and Jim Vander Wall. 1990. <i>Agents of Repression: The FBI's Secret Wars Against the Black Panther Party and the American Indian Movement</i>. Boston, Ma.: South End Press, 37-54, 370-6. • Perkins, John. 2004. <i>Confessions of an Economic Hit Man</i>. San Francisco: Berrett-Koehler, 12-20, 138-9, 226-9. • Greenwald/Snowden, watch: <ul style="list-style-type: none"> I. "Collect it All": http://www.democracynow.org/2014/5/13/collect_it_all_glenn_greenwald_on II. "The Stuff I Saw Really Began to Disturb Me" http://www.democracynow.org/2014/5/13/the_stuff_i_saw_really_began. • FBI Documents Reveal Secret Nationwide Occupy Monitoring. 2012. December 22. http://www.justiceonline.org/commentary/fbi-files-ows.html?print=t. • Federman, Adam. 2014. "Could you be a terrorist?" <i>Utne Reader</i> • Koebler, Jason. 2016. "The Government Is Using a No Fly Zone to Suppress Journalism At Standing Rock" <i>Motherload</i>, November 30. • Brown, Aileen, et al. 2017. "Leaked Documents Reveal Counterterrorism Tactics Used at Standing Rock to 'Defeat Pipeline Insurgencies,'" <i>The Intercept</i>, May 17. 	40

Day	Date	Topic	Readings	Total
4b	1/29	Militarism	<ul style="list-style-type: none"> • LaDuke, Winona. 2013. <i>Militarization of Indian Country</i>. East Lansing, Mi.: Michigan State University Press, xv-xvii, 8-13, 27-30, 72-3. • Eisenhower, Dwight. 1961. "Farewell Address." [3] • Nader, Laura. 1989. The Drift to War. In <i>The Anthropology of War and Peace</i>, edited by P. Turner and D. Pitt. Granby, MA: Bergin and Garvey, 79-86. [7] • Roy, Arundhati. 2001. War is Peace. Outlook, October 29. http://www.outlookindia.com/article.aspx?213547. [6] • Britt, Lawrence (2003). "Fourteen Defining Characteristics of Fascism." <i>Free Inquiry</i>, Spring [3] • EZLN: First Declaration of the Lacandon Jungle (1995) [3] • Marcos, Subcomandante. "Fourth World War has Begun." [14]. 	60
5a	2/3	Film & review	<i>Film (Yes men!)</i>	
5b	2/5	Midterm	Bring whatever writing utensil gives you the best handwriting.	
III. Soft power				
6a	2/10	Education & boarding schools	<ul style="list-style-type: none"> • Churchill, Ward. 2004. <i>Kill the Indian, Save the Man: The Genocidal Impact of American Indian Residential Schools</i>. San Francisco: City Lights Books, 12-30, 44-53, 76-77. • Deloria Jr., Vine. 1999. Knowing and Understanding: Traditional Education in the Modern World. In <i>Spirit and Reason: The Vine Deloria, Jr., Reader</i>, edited by B. Deloria, K. Fohner and S. Scinta. Golden, Colo.: Fulcrum Publishing, 137-43. • Galeano, Eduardo. 2000. The Students. In <i>Upside Down: A Primer for the Looking-Glass World</i>. New York: Metropolitan Books, 10-20. 	46
6b	2/12	Campus, Inc.	<ul style="list-style-type: none"> • Furner, Mary O. 1975. Introduction, (7) From <i>Advocacy to Acceptability</i>. In <i>Advocacy and Objectivity: A Crisis in the Professionalization of American Social Science, 1865-1905</i>. Lexington: University Press of Kentucky, 1-9, 143-62. • Bok, Derek. 2003. The Purely Pragmatic University: The Costs of Commercializing the Academy. <i>Harvard Magazine</i>, May/June: 28-30 & 81. • Chomsky, Noam. 2014. The Death of American Universities. <i>Jacobin Magazine</i>. • Hedges, Chris. 2008. The Best and the Brightest Led America Off a Cliff. <i>Truthdig</i>, December 8, 3. Truthout. • Grafton, Anthony. 2014. "The Enclosure of the American Mind" <i>New York Times</i>, August 22. • Shulevitz, Judith 2015. "In College and Hiding from Scary Ideas" <i>New York Times</i>, March 21. • Bruni, Frank. 2016. "In College Turmoil, Signs of a Changed Relationship with Student" <i>New York Times</i>, June 22. • Duffell, Nick. 2014. "Why Boarding Schools Produce Bad Leaders." <i>The Guardian</i>, June 9. 	42
7a	2/17	Presidents day	Time tracking due.	

Day	Date	Topic	Readings	Total
7b	2/19	Time and Taylorism	<ul style="list-style-type: none"> Gramsci, Antonio. 2000. Selections. In <i>The Antonio Gramsci Reader: Selected Writings 1916-35</i>, edited by D. Forgacs and E. J. Hobsbawm. New York: NYU Press, 294-6. Ritzer, George. 1998. McJobs: McDonaldization and the Workplace. In <i>Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology</i>, edited by J. J. Macionis and N. V. Benokraitis. Englewood Cliffs, NJ: Prentice Hall, 121-5. Mooleum, "The Sleep Industrial Complex" <i>New York Times</i> Johnson, Lance. 2013. Bolivia Rejects Fast Food. <i>LatinOpen Magazine</i>. Keider, Tim. 2012. The 'Busy' Trap. <i>New York Times</i>, 4. opinionator.blogs.nytimes.com/2012/06/30/the-busy-trap/?pagewanted=print. Crawford, "The Cost of Paying Attention." Shulevitz, Judith, 2015. Mom/ The Designated Worrier. May 8, <i>New York Times</i>. Cushing, Ellen. "The Dawn of the Digital Sweatshop." <i>East Bay Express</i> McClelland, "I Was a Warehouse Slave." <i>New York Times</i>. Lieberman, Charlotte. 2018. "How Self-Care Became So Much Work." <i>Harvard Business Review</i>, August 10. 	50
8a	2/24	"Choice" and harmony	<ul style="list-style-type: none"> Nader, Laura. 1996. Controlling Processes—Tracing the Dynamic Components of Power. <i>Current Anthropology</i> 38 (5):712-15. Ehrenreich, Barbara. 2010. Smile! You've Got Cancer. <i>The Guardian</i>, January 1, http://www.theguardian.com/lifeandstyle/2010/jan/02/cancer-positive-thinking-barbara-ehrenreich. Singer, Margaret. 1979. Coming Out of the Cults. <i>Psychology Today</i>, January, pp. 72-82. Singer, Margaret Thaler. 1995. Table 3.2. In <i>Cults in Our Midst</i>. San Francisco: Jossey-Bass Publishers. Wikipedia entry [not to be ironic] on Groupthink, Downloaded 3/27/15 Cain, Susan. 2012. "The Rise of the New Groupthink," <i>New York Times</i>, January 13. Zimbardo, Philip. 2007. When Good People Do Evil. <i>Yale Alumni Magazine</i>, 40-47. Polk, Sam. 2014. "For the Love of Money," <i>New York Times</i>, January 18. [7] Roose, Kevin. 2004. "One Percent Jokes and Plutocrats in Drag." <i>New York Magazine</i>, February 18. [7] 	51
8b	2/26	Media-Marketing to children, women... and men!	<ul style="list-style-type: none"> Mendizha, Michael. 1996. Introduction to: <i>Corporate America's Exploitation of Children</i>. edited by L. Coco and R. Nader. 1-5 http://www.commercialfreechildhood.org/resources-articles - peruse Aronson, Naomi. 1980. "Working up an Appetite," <i>A Woman's Conflict: The Special Relationship Between Women and Food</i>, ed. Jane Kaplan. 203-29. Steinem, Gloria. 1990. Sex, Lies, and Advertising. <i>Ms.</i>, July/August, 170-77. Aidman, Amy. 1999. Disney's "Pocahontas": Conversations with Native American and Euro-American Girls. In <i>Growing up Girls : Popular Culture and the Construction of Identity</i>, edited by S. R. Mazzarella and N. O. Pecora. New York: P. Lang Giroux, Henry A. 2009. Disney, Casino Capitalism and the Exploitation of Young Boys: Beyond the Politics of Innocence. <i>Truthout</i>, April 15. <i>Truthout</i>. Nike shoe for Native Americas, Corporate tribalism, other quick news articles... Reference: Persuasive techniques in advertising. ❖ NELSON: "First Nations Survival," 27-35 "Ethics from the Land," 39-41. "Indigenous Knowledge as the Basis for Our Future" by Priscilla Settee, 42-47. 	64

Day	Date	Topic	Readings	Total
9a	3/2	Debt	<ul style="list-style-type: none"> Coco, Linda, review of Graeber Tweedy, Ann C. 2013. From Beads to Bounty: How Wampum Became America's First Currency—And Lost Its Power. <i>Indian Country Today</i>, January 14, 1-7, McCreery, David. 1983. "Debt Servitude in Rural Guatemala," <i>The Hispanic American Historical Review</i> 63(4):735-759. Grandia, Liza. 2012. <i>Enclosed: Conservation, Cattle, and Commerce among the Q'eqchi' Maya Lowlanders</i>. Seattle: University of Washington Press, 198-222. Glater, "Colleges Profit as Banks Market Credit Cards to Students" "The Corporate Debt to Society" Hill, Kashmir. 2019. "I Got Access to my Secret Consumer Score." <i>New York Times</i>, November 4. 	65
IV. Alternatives				
9b	3/4	Enclosure of commons, Extractivism, Resource grabs/Dakota Access	<ul style="list-style-type: none"> Grandia, Liza. 2012. <i>Enclosed</i>: 12-18 [6] Jay Walljasper. 2011. "What is the Commons?" <i>All That We Share</i>. NY: The New Press. 1-8. [8] LaDuke, Winona. 1993. "Voices from White Earth: Gaa-waabaabiganikaag." Excerpts from 13th Annual E.F. Schumacher lectures. www.onthecommons.org [5] LaDuke, Winona. 2017. "Prophecy of the Seventh Fire: Choosing the Path that is Green." 37th Annual E.F. Schumacher lectures. [18] 	37
	F- 3/6		Cold, hard facts due.	
10a	3/9	Another world is possible	<ul style="list-style-type: none"> ❖ NELSON: "The Iroquois Confederacy" by John Mohawk, 52-58. UNDRIP. Bill of Rights & Declaration of Independence World Social Forum Charter of Principles. 2001. 1-2 Social Movements Statement, 2002. 1-5. Roy, Arundati. "Confronting Empire." Speech at the World Social Forum, in Porto Alegre, Brazil, January 28, 2003 International Forum on Globalization (2002). "A Better World is Possible: Summary of Alternatives to Globalization." Spring, 16 pp [TBA page selection] Galeano, Eduardo. 2000. The Right to Rave. In <i>Upside Down: A Primer for the Looking-Glass World</i>. New York: Metropolitan Books, 333-35. Harden, Joel D. 2013. <i>Quiet No More: New Political Activism in Canada and Around the Globe</i>. Toronto: James Lorimer & Company Ltd, 70-83. Holloway, Kali and Martin Mycielski, "Increasingly a Necessity: A 15-Point Guide to Surviving Authoritarianism," December 15, 2017, www.Billmoyers.com [5] Vizenor, Gerald. 2008. Excerpt. <i>Survivance: Narratives of Native Presence</i>. 	80
10b	3/11	Review, celebration	<ul style="list-style-type: none"> Lowrey, Annie. 2019. "Americas Epidemic of Unkindness," <i>The Atlantic</i> November 28. Lukacs, Martin. 2017. "Neoliberalism has Conned us into Fighting Climate Change as Individuals," <i>The Guardian</i>, July 17. Monbiot, George. 2017. "Neoliberalism is Creating Loneliness. That's What's Wrenching Society Apart," <i>The Guardian</i>, April 16. ❖ NELSON: "Clear Thinking by John Mohawk," 48-52. <ul style="list-style-type: none"> "Mending the Split-Head Society with Trickster Consciousness," 288-97. "The Power of Being a Human Being," by John Trudell, 318-23. "Protecting the Web of Life" by Tom Goldtooth <p>> Turn in your participation booklet if you haven't already done so; upload reading journal; > Post the personal/political the night before so others can peer review them before class.</p>	
Final, Wednesday, March 18 at 1 pm, same classroom				

