

Corporate Colonialism

NAS 121, Spring 2022
Tues & Thurs 1:40-3:00 pm,
ONLINE
with

Liza Grandia, cultural anthropologist &
Associate Professor, Native American Studies
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Chat after class on Zoom, 3-3:30
Student telephone appointments, Fridays, 3:15-5:15 pm
<https://calendly.com/lizagrandia/spring-2022-telephone-hours-prof-grandia>

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. 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, AIM leader

"If you have come here to help me you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together."
-Lila Watson, Aboriginal artist

Sections

Time	CRN (also enrolls you in the lecture)	Place	TA	Office hours
F – 10:00-10:50 am	CRN 61772	Wellman 233	Ingrid Sub Cuc, iesubcuc@ucdavis.edu	W 12-2 in Hart Hall #3333, Zoomable from 1-2.
F- 11:00-11:50 am	CRN 61773	Hunt 110	Ingrid Sub Cuc, iesubcuc@ucdavis.edu	
F – 12:10-1:00 pm	CRN 61774	Hart 1116	Marc Dadigan, mtdadigan@ucdavis.edu	W 2-3 and F 3-4 at the Nest (NAASSC center on the Quad)
F – 1:10-2:00 pm	CRN 61775	Robbins 146,	Marc Dadigan, mtdadigan@ucdavis.edu	

Course description

This course will critically examine the **price of progress** for Indigenous 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 Native American and 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 public intellectual 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 Indigenous peoples of the Americas. By the end of the semester, students taking the course should be able to:

- ★ Cite examples of "boomerang" cycles ("what goes around comes around") and articulate why *everyone* should care about ethnocide and collective human rights.
- ★ 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 John Mohawk and Laura Nader.
- ★ 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: ethnocide, 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, banality of evil, surveillance, Faustian bargains, among others.
- ★ Discuss 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 80 minute class sessions each week that integrate lecture, discussion, small group activities, student participation, and films. I try to incorporate some 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.

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. See link for the first class of how to access a free subscription to the *New York Times* via UC Davis. You can also get generously discounted home delivery for students [here](#) and most newspapers offer student discounts, as well.

Other required readings will be available for treeless download on **Canvas** (§) under “Files.” Additional “**recommended**” readings may be posted retrospectively to Modules, but you will only be responsible for the reading material already listed on this syllabus.

The TAs will be organizing optional Reading Hours in different places on campus to get you started in the practice of focused, deep reading. If you need help turning off distractions, this will be a cellphone free zone. Also feel free to organize your own reading challenge sessions with other students.

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

“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, persistence, and a passion for learning will put you on the right path to the grade you want. Even though we are online, attendance and participation is important for this class, so come prepared as a class citizen to engage, discuss, and take notes.

Discord is creating a generation of groupthink. In life, no one is going to take notes for you. You need to learn to take your own notes on your own thoughts and not rely on others while you plan a game of Bumble-puppy. Learning to take swift and accurate notes that include your own thinking process is an essential intellectual tool you can establish in college.

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.

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. Zoom etiquette.** You are allowed 5 absences or bad hair days with the video off. Otherwise you should be on-time and have your videos on, chat open, and ready to participate in lecture.
- 2. 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.
- 3. Compatible software.** Please turn in assignments in either Microsoft Word formats (.doc or .docx) or Apple Iworks format (.pages). We 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).
- 4. Slides/Zoom recordings.** Slides will be posted on Modules before lecture. Zoom links will be posted when they go live to the cloud. The professor may add "recommended items" that come up spontaneously in the lecture as a FYI. You can share readings and ideas outside the class, but in order to create a space of shared intellectual freedom, please do not share recordings outside the class, o.k.? We want people to feel like they can dialogue and speak genuinely from the heart (and from the head) without fear of repercussions.
- 5. Make a friend.** You will be assigned a buddy unless you know someone already in your section and wish to be paired with them. If you miss class, ask your buddy to find out what you missed. Beyond the assigned buddy system, 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, make an announcement. No one should be lonely in college! Let's actively work against alienation! Students have frequently organized dinner discussions, coffee talks, and generally gotten engaged with one another.
- 6. Illness/conflicting appointment.** Life happens. You have 5 excused absences from lecture and 2 absences from section, no questions asked. Listen to the recorded lecture and take your notes after the

fact. Don't worry about emailing unless you miss more than twice. For absences beyond these limits, email both your TA and the professor with a doctor's note.

7. **Faculty email. E-mail is making us miserable.** (*See this great New Yorker story*). 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 *after class* for quick matters (I'll stay on the Zoom) or sign up for telephone hours. 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 your class buddy. **Note: We do not accept assignments by email! Please use the course portal. We are not your secretaries.**
8. 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>.
9. **Student email.** Students are expected to read email messages that are addressed to the class through listserv. Key updates will be duplicated on Announcements, but don't expect a lot of handholding.
10. **Office hours.** Until Covid conditions change significantly, I am holding office hours by telephone. I organize them in 15 minute slots through Calendly. I will call you and if I'm running late, I'll send you a text with an estimated time. If these slots fill up chronically, I will announce additional hours. Please be prepared with a piece of paper, a writing utensil, and a written or mental list of topics you wish to discuss.
11. **Special needs or concerns.** Any student with special learning needs or concerns should speak with me during the first two weeks of the quarter about any accommodations needed.
12. **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.
13. **Late assignments.** Late assignments are automatically docked a letter grade.
14. **Plagiarism** and cheating will not be tolerated (and that includes shared notes of any kind on Discord, Google Docs, or any other app that facilitates groupthink). 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>
15. 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

Pattern of due dates. Assignments will be consistently due on Sunday at midnight. The only exception are your Reading notes which are due on Thursday night before the Friday sections. For Ingrid's sections, they are due by 6 pm Thursday and for Marc's sections, they are due at midnight Thursday.

- 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 TAs learn names). Describe how you are actively taking steps to reduce distraction and read more. 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 25 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. **Personal and political.** This should be a two page statement (double-spaced) 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!

- F. **Reading notes and section preparation:** Every week you will submit your reading notes to your TA. Your goal is to make it clear that you have done the readings and noticed something about the details and subtleties of the arguments. The point of the notes is to help you build in a structure for reading (reading is like exercising; it gets easier the more you do it) and to come prepared to discuss at a higher-level in section. Optional: if you have some links or thoughts you want to share with your section before or after discussion, feel free to use the section Discussion forums to do so.

- ✓ There is an inner logic to the order of the readings, so try doing them chronologically unless your brain insists upon starting or ending with the shorter pieces. In the syllabus in brackets you'll find the estimated number of pages to help you pace. You want to put your eyes on every article. Please don't approach this as you would a science textbook. The point of this reading is

to think and connect, not to memorize. You aren't going to be quizzed for what details you memorize, though we will want you to be able to assemble some empirical evidence for your final essays. Both exams will be open notes. (They are not open computer, but open notes, so if you are typing your notes you'll want to find a way to print them).

- ✓ The point of the notes is not to agonize over the writing, but to practice the preparation stage for writing that too many people skip over. Your notes can be bullet pointed, sentence fragments; they are notes to yourself, so don't worry about grammar.
- ✓ Here is a sample structure:

0. Abbreviated title (Surname, "Short title")

1. Summary of the key argument. (Think about why was this assigned.)

2. List of one or more facts, concepts, historical incidents, or other kind of "cold, hard" empirical evidence you didn't know before.

3. Add a critical statement or question. (See the list below of common intellectual moves.)

- Circumstantial knowledge - note your own experience of the phenomenon (e.g. "when I was at work, the boss said....")
- Concern - write about whatever sparks indignation, outrage, passion
- Curiosity - do a wee bit of original research on a topic mentioned in the reading that intrigued you
- Civic - reflect on collective solutions that get outside neoliberal individualistic thinking
- 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, explain why
- Visual representation - attach or do your own visual depiction of your idea (e.g draw a political cartoon, create a meme, record a Tiktok... just make sure you can upload it to Canvas.)
- 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)
- Query - debate/discuss the text as a devil's advocate
- Connection - compare/contrast the readings with something you've learned or read elsewhere
- Kin - reflect on how this resonates with something your kin or elders have told you (three cheers for cross-generational knowledge!)
- 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

The critical part of your notes can be done individually (article by article), OR if your brain works more synthetically, you can try a comprehensive review of putting the readings in conversation with one another with some meta comments at the end of your notes.

- ✓ Styles of note taking:

For oral learners, you might experiment with reading an article, then talking into your phone in a way that transcribes the text and then moving onto the next reading.

For hand writers, feel free to take a photo of your notes, convert to PDF, and upload.

For typists, do your thing. Experiment with whether you digest things by reading it first and going back to type notes or typing as you read along.

For PDF annotators, I personally use Iannotate because it allows you to export your annotations and highlights.

- Note: If you are thinking of going to graduate school, take this as opportunity to figure out a systematized structure to keep your notes from all your classes. You might decide to haul around spiral notebooks (but you might end up with 8 filing cabinets and find yourself scanning thousands of pages of old notes). You might name and organize notes in a particular way on your computer. Or you might try a software system (Evernote, OneNote, etc.) that allows you to store your notes in a cloud and enables tags or key word searching. This is not required, but recommended.

FAQs

I joined the class late. How do I catch up? First, we permit absences for the sessions that constitute the add/drop period, so people can join the class by word of mouth (Yes! Tell your friends about the class; they are welcome to join). Your best strategy for catching up is to jump into the reading whenever you joined. Listen to the old lectures as you can. Then catch up on the old reading and assignments. Make a plan with your TA about how/when you will be in sync by the midterm.

Can I audit? Alas no, the neoliberal university forbids auditing and measures professorial productivity by students in enrolled/paying seats.

I am interested in a topic and want to pursue it further. Yes, the professor is open to independent studies with you in future quarters. Any group that might want to collectively address a topic should see the professor about potential credits (1-4 units) for a "Social Justice Laboratory."

I missed a lecture. What do I do? Ask your buddy!

I have a question. What do I do? Is the answer in the syllabus? If not, ask your buddy. If no one knows, then ask a TA or pose a question in class because it's likely someone else has the very same question if it's not clear in the syllabus. If you have an intellectual question or idea, talk to the professor or your TA. You should have a personal conversation with one of us at least once during the quarter.

I know I have to miss section, can I attend another? Ideally you would attend the other section of your same TA, but if that doesn't work, yes, you can go to the other TA's section.

Graded items

Item	Date	Description	Mode	Points
Exams				350
Midterm	F, 3/22	Bring a writing utensil. (Short answer)	In section on Friday	150
Final exam	W 6/8, 10:30 am	Bring a writing utensil. (Essay)	Location TBD by the registrar	200
Elements of critical writing				350
A. Introductions <i>1 page</i>	S, 4/3	Get to know you form saved as: Surname, First, INTRODUCTION.doc(x)	Form + photograph uploaded to § <i>Assignments</i>	20
B. Social and cultural controls <i>2 page</i>	S, 4/17	List/classification of controls in the dystopian novel	Uploaded to § <i>Assignments</i>	50
C. Time tracking <i>2-3 pages</i>	S, 5/8	Keep track of your time by category for a week + reflection	Uploaded to § <i>Assignments</i>	80
D. Cold hard facts <i>3+ pages</i>	S, 5/29	On a topic of your choice, assemble 25 cold hard facts.	Uploaded to § <i>Assignments</i>	150
E. The personal and the political <i>2 pages</i>	S, 6/5	Share key lessons learned and what you might do about them — both personal & political.	Uploaded to § <i>Assignments</i> (<i>Repost if you want to a general group forum.</i>)	50
Participation				300
Weekly reading notes	By Thursday 6 pm (Ingrid sections) Thursday midnight (Marc sections)	Show evidence of having done the reading and pose some critical comments or questions, comparisons with your own lives, etc. 8 weeks of 10 (20 points each)	Digital copy to your TA. Voluntary -- pose questions or links to Forums if you want.	160
Office hours		Have a personal conversation with the professor, your TA -- before/after class, in office hours....		15
OPTIONAL		Join the Facebook page. Or participate in the discussion forums.	https://www.facebook.com/ groups/corporate.colonialism/	0
Lecture	T/Th by zoom	Active learning: participate in polls, chats, prompts, etc...	15 sessions *3 (<i>note: this means you can have 5 permitted asynchronous or sessions or bad hair days; otherwise cameras should be on.</i>)	45
Section	In person on Fridays	Section participation (8X, 10 points)	5 points showing up, 5 points participating	80
		Overall	<i>My and/ or TA discretion</i>	[+/-20]
	S, 6/5	Remember to double check the Canvas Gradebook for accuracy		--
Extra credit: to be discussed				
To be eligible for extra credit, you have to attend 100% of lectures and play an archivist role to curate: recommended books, other readings, music, films, news sources, etc... that can be shared at the end of the quarter.				20
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	3/29	Introduction: Boomerang Q'oqonk Allyship	Boomerang/ q'oc'qonk / "what goes around comes around." <ul style="list-style-type: none"> • Grandia, preface 1 page. [1] • Free access to the New York Times • Taking note by hand [3] • Review tip sheets on reading (annotations, speed, connections, etc.) • Body Ritual among the Nacirema [4] 	8
1b	3/31	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] • 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] • Kopenawa, Davi. 2014. "People in the West Live Squeezed Together, Frenzied as Wasps in the Nest." <i>The Guardian</i>, with John Vidal. December 30. [6] • West, Cornell. 2016. "Goodbye American Neoliberalism. A New Era is Here." <i>The Guardian</i>, November 17. [3] • Britt, Lawrence (2003). "Fourteen Defining Characteristics of Fascism." <i>Free Inquiry</i>, Spring [3] 	35
1c			Introduction forms due; no reading notes the first week	
II. Structures of power				
2a	4/5	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 [5] • Bennet, Jessica. 2014. "The Emoji Have Won the Battle," <i>New York Times</i>, July 25. [3] • LaDuke, Winona. 2017. "Prophecy of the Seventh Fire: Choosing the Path that is Green." 37th Annual E.F. Schumacher lectures. [18] 	Novel selection plus 65

2b	4/7	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. [9] Foucault, Michel. 1977. Panopticism. In <i>Discipline and Punish: The Birth of the Prison</i>. New York: Pantheon Books, 195-209. [15] Grandia, Liza. 2009. Raw Hides: Hegemony and Cattle in Guatemala's Northern Lowlands - SELECTION. <i>Geoforum</i> (40):721-22. [2] Machiavelli, Niccolo. 1940. <i>The Prince</i>. New York: Random House, 35-9, 63-6. [7] 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. [12] 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] 	53
2c	4/7		Reading notes start this week. For Ingrid's sections, due by 6 pm Thursday; for Marc's sections, due by midnight.	
3a	4/12	The corporation as a person	<ul style="list-style-type: none"> http://en.wikipedia.org/wiki/Corporate_personhood [10] Edwards, Jan, et al. "Timeline of Personhood Rights and Powers." www.movetoamend.org [11] 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. [10] Darlington, Shasta. 2019. "Battle for .amazon Domain Pits Retailer Against South American Nations," <i>New York Times</i>, April 18. [5] Winkler, Adam. 2018. "Corporations are People Is Built on an Incredible 19th-Century Lie." <i>The Atlantic</i>. March 5. [7] <p>RECOMMENDED: "The Dispossessed." <i>On the Pit River Indians Struggle to Regain their Lands</i>.</p> <p>FILM integrated into class.</p>	45
3b	4/14	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. [14] Graeber, David. 2002. Real Globalization versus Corporate Globalization. Available from http://www.progress.org/tpr/real-globalization-versus-corporate-globalization/[3] Hall, Thomas D., and James V. Fenelon. 2009. <i>Indigenous Peoples and Globalization: Resistance and Revitalization</i>. Boulder, Co.: Paradigm Press, 1-11. [11] Dixon, Chris. 2019. "WTO Shutdown: Remembering for the Future: Learning from the 1999 Seattle Shutdown" <i>Common Dreams</i>, November 25. [20] Tamir, Irit. 2021. "Dear UN: Time to Rein in Corporate Power." <i>Oxfam</i>, November 29. [4] 	42
3c	4/17		Control lists are due	

4a	4/19	Surveillance	<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. [2] 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. [24] Perkins, John. 2004. <i>Confessions of an Economic Hit Man</i>. San Francisco: Berrett-Koehler, 12-20, 138-9, 226-9. [12] FBI Documents Reveal Secret Nationwide Occupy Monitoring. 2012. December 22. [2] Federman, Adam. 2014. "Could you be a terrorist?" <i>Utne Reader</i> [9] Koebler, Jason. 2016. "The Government Is Using a No Fly Zone to Suppress Journalism At Standing Rock" <i>Motherload</i>, November 30. [9] Brown, Aileen, et al. 2017. "Leaked Documents Reveal Counterterrorism Tactics Used at Standing Rock to 'Defeat Pipeline Insurgencies,'" <i>The Intercept</i>, May 17. [24] Mazzetti and Goldman. 2020. "Erik Prince Recruits Ex-Spies to Help Infiltrate Liberal Groups." <i>New York Times</i>, March 7. [6] Wilk, Richard. 2019, "What's Private Depends on Who You Are and Where You Live" <i>The Conversation</i>. August 27 [1] Recommended. 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. 	89
4b	4/21	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. [16] Waxman, Simon. 2014. "The U.S. Military's Ongoing Slur of Native Americans." <i>Washington Post</i>. June 26. [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] EZLN: First Declaration of the Lacandon Jungle (1995) [3] Marcos, Subcomandante. "Fourth World War has Begun." [14]. Grossman, Zoltan. "US Military Interventions since 1890, From Wounded Knee to Syria." [5] Schrader, Stuart. 2020. "Yes American Police Act Like Occupying Armies." <i>The Guardian</i>, June 8. [3] 	60
4c	4/22	Midterm	<i>You'll take a 50 minute short answer midterm (closed book) during sections.</i>	
III. Soft power				
5a	4/26	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. Foehner 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. Doyle, Laurie. 2020. "Hopis of Alcatraz." <i>History Channel</i> April 15. [12] 	46

5b	4/28	Campus, Inc.	<ul style="list-style-type: none"> • High Country News, Land Grab University. [35 but <i>huge font =15</i>] • Otone and Lee. 2020. "Ask Who Paid for America's Universities." <i>New York Times</i>, May 7. [3] • 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. [30] • Bok, Derek. 2003. The Purely Pragmatic University: The Costs of Commercializing the Academy. <i>Harvard Magazine</i>, May/June: 28-30 &81. [4] • Chomsky, Noam. 2014. The Death of American Universities. <i>Jacobin Magazine</i>. [8] • Hedges, Chris. 2008. The Best and the Brightest Led America Off a Cliff. <i>Truthdig</i>, December 8, 3. Truthout. [2] • Grafton, Anthony. 2014. "The Enclosure of the American Mind" <i>New York Times</i>, August 22. [4] • Shulevitz, Judith 2015. "In College and Hiding from Scary Ideas" <i>New York Times</i>, March 21. [5] • Bruni, Frank. 2016. "In College Turmoil, Signs of a Changed Relationship with Student" <i>New York Times</i>, June 22. [6] • Duffell, Nick. 2014. "Why Boarding Schools Produce Bad Leaders." <i>The Guardian</i>, June 9. [4] 	81
5c	4/29		Start time tracking	
6a	5/3	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. [2] • 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. [4] • Johnson, Lance. 2013. Bolivia Rejects Fast Food. <i>LatinOpen Magazine</i>. [3] • Keider, Tim. 2012. The 'Busy' Trap. <i>New York Times</i>, 4. [3] • Brooks, "The Organization Kid." [23] • Mooleum, "The Sleep Industrial Complex" <i>New York Times</i> [20] • Crawford, "The Cost of Paying Attention." [3] • Shulevitz, Judith, 2015. Mom/ The Designated Worrier. May 8, <i>New York Times</i>. [6] • Cushing, Ellen. "The Dawn of the Digital Sweatshop." <i>East Bay Express</i> [10] • McClelland, "I Was a Warehouse Slave." <i>New York Times</i>. [19] • Lieberman, Charlotte. 2018. "How Self-Care Became So Much Work." <i>Harvard Business Review</i>, August 10. [5] • Hari, Johanna. 2022. "Your Attention Didn't Collapse. It was Stolen." <i>The Guardian</i>. January 2. [8] <p>Recommended: Burkeman, Oliver. 2021. "Recovering Rest." <i>Four Thousand Weeks: Time Management for Mortals</i>. NY: Farrar, Straus and Giroux.</p>	50

6b	5/5	Religion / 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. [3] Singer, Margaret. 1979. Coming Out of the Cults. <i>Psychology Today</i>, January, pp. 72-82. [7] 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 [11] Cain, Susan. 2012. "The Rise of the New Groupthink," <i>New York Times</i>, January 13. [6] Zimbardo, Philip. 2007. When Good People Do Evil. <i>Yale Alumni Magazine</i>, 40-47. [7] Edelson, Chris. 2017. Ordinary Americans Carried out Inhumane Acts for Trump." February 6. <i>Baltimore Sun</i>. [4] 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] Camp, Emma. 2022. "I Came To College Eager to Debate. I Found Self-Censorship Instead." <i>New York Times</i>, March 7. [4] 	51
6c			Watch and discuss <i>New Age Shamans and Plastic Medicine Men</i> , optional fieldwork observations at the Whole Earth Festival this weekend.	
6c	5/8		Time tracking assignment due	
7a	5/10	Media-Marketing	<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 [4] http://www.commercialfreechildhood.org/resources-articles - peruse Steinem, Gloria. 1990. Sex, Lies, and Advertising. <i>Ms.</i>, July/August, 170-77. [7] Pierce, Annelise and Marc Dadigan. 2021. "How We're Reporting and Why it Matters." [8] Baleria, Gina. 2020 "It's Time for Journalism Education to Rethink 'Objectivity' and Teach More about Context." [3] Nike shoe for Native Americas, Corporate tribalism, other quick news articles... [5] Reference: Persuasive techniques in advertising. [2] ❖ NELSON: "First Nations Survival," 27-35 [8] "Ethics from the Land," 39-41. [2] "Indigenous Knowledge as the Basis for Our Future" by Priscilla Settee, 42-47. [5] 	45
7b	5/12	Debt, money and the commons	<ul style="list-style-type: none"> Coco, Linda, review of Graeber [3] 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 [7] McCreery, David. 1983. "Debt Servitude in Rural Guatemala," <i>The Hispanic American Historical Review</i> 63(4):735-759. [25, ok to skim, I'll review in lecture] Glater, "Colleges Profit as Banks Market Credit Cards to Students" [4] "The Corporate Debt to Society" [3] Hill, Kashmir. 2019. "I Got Access to my Secret Consumer Score." <i>New York Times</i>, November 4. [4] Jay Walljasper. 2011. "What is the Commons?" <i>All That We Share</i>. NY: The New Press. 1-8. [8] Spears, Jared. 2021. "Taking Local Currency Digital: A New Experiment." [7] Grandia, Liza. 2012. <i>Enclosed: Conservation, Cattle, and Commerce among the Q'eqchi' Maya Lowlanders</i>. Seattle: University of Washington Press, 12-18, 198-222. [30] 	66

8a	5/17	Men (and women) in grey suits, whistleblowers	<p>Yes Men! Film in class</p> <ul style="list-style-type: none"> - Hobbes, Michael, et al. 2020. "A Slow Motion Looting." [25] - Rosenzweig, Jane. 2019. "The Whistle-Blower Knows How to Write." <i>New York Times</i>. September 27. [3] - Harris, Ainsley. 2019, "This Man Is Disrupting the Cult of the Billionaire." <i>Compass</i> October 21. [3] 	31
IV. Alternatives				
8b.	5/19	Another world is possible	<ul style="list-style-type: none"> ♣ NELSON: "The Iroquois Confederacy" by John Mohawk, 52-58. [6] • UNDRIP. [12] • Bill of Rights & Declaration of Independence [4] • World Social Forum Charter of Principles. 2001. 1-2 [2] • Social Movements Statement, 2002. 1-5. [5] • Roy, Arundati. "Confronting Empire." Speech at the World Social Forum, in Porto Alegre, Brazil, January 28, 2003 [4] • International Forum on Globalization (2002). "A Better World is Possible: Summary of Alternatives to Globalization." Spring, 16 pp [<i>skim for ideas for your personal/political commentary</i>] • Savio, Roberto. 2019. "Farewell to the World Social Forum." <i>Common Dreams</i>, November 4. [11] • 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. [2] • Holloway, Kali and Martin Mycielski, "Increasingly a Necessity: A 15-Point Guide to Surviving Authoritarianism," December 15, 2017, www.Billmoyers.com [5] 	57
9a	5/24	Occupy, Idling no more, NoDapling, Mattering...and beyond	<ul style="list-style-type: none"> • White, Micah. 2017. "I Started Occupy Wall Street. Russia Tried to Co-opt me." <i>The Guardian</i>. November 2. [5] • Greenwald, Davis. 2021. "Students Remember the 10th Anniversary of Pepper Spray, and Then Storm the Campus Police Station," <i>Davis Enterprise</i>. November 19. [5] • LaDuke, Winona. 1993. "Voices from White Earth: Gaa-waabaabiganikaag." Excerpts from 13th Annual E.F. Schumacher lectures. www.onthecommons.org [5] • 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. [12] • Whyte, Kyle. 2019. "The Dakota Access Pipeline, Environmental Injustice and US Settler Colonialism." <i>The Nature of Hope</i>, ed. 320-33. [15] • Growing Thunder, et al. MAP of Standing Rock, <i>IRCA</i>. [1] • Cojti, Avexnim. 2020. "More Important than Gold, Water Should Not be Traded on Wall Street." <i>Cultural Survival</i>, December 16. [2] • McSherry, J. Patrice. 2020. "Chile's Struggle to Democratize the State." <i>NACLA</i>, Feb 24. [10] • Muñoz, Cinthya. 2019. "Beyond Capitalist Dictatorship: Healing the Violent Legacy Of Neoliberalism in Chile," <i>Subversa</i> [4] • Brown, Alleen. 2020. "A Powerful Petrochemical Lobbying Group Advanced Anti-Protest Legislation in the Midst of the Pandemic." <i>The Intercept</i>, June 7. [15 in huge font=7] 	67

9b	5/26	Indigenomics, trickster capitalism, FPIC and collective human rights, commons, rights of nature, nature as a person, Red New Deal	<ul style="list-style-type: none"> • Mohawk, John, 1981. "Marxism from a Native Perspective," <i>Akwesasne Notes</i> [8] • Portalewska, Agnes. 2012. "Free Prior and Informed Consent." <i>Cultural Survival</i>, December. [7] • Funes, Yessenia. 2018. "The Colombian Amazon is Now a Person and You Can Thank Actual People," AP. April 13. [3] • Taylor, Rory. 2019. "How Rights of Nature Legislation Affords Legal Standing, or Personhood, to Natural Entities," <i>Teen Vogue</i> [!] April 29. [2] • Smith, Anna V. 2019. "The Klamath River now has the Legal Rights of a Person." High Country News, September 24. [5] • <i>Recommended: FAO. Free Prior Informed Consent. Selection 1-18.</i> 	25
9c	5/29		Gold hard facts due	
10a	5/31	Personal and the political	<ul style="list-style-type: none"> • Vizenor, Gerald. 2008. Excerpt. <i>Survivance: Narratives of Native Presence</i>. [1] • Lowrey, Annie. 2019. "Americas Epidemic of Unkindness," <i>The Atlantic</i> November 28. [3] • Lukacs, Martin. 2017. "Neoliberalism has Conned us into Fighting Climate Change as Individuals," <i>The Guardian</i>, July 17. [4] • Monbiot, George. 2017. "Neoliberalism is Creating Loneliness. That's What's Wrenching Society Apart," <i>The Guardian</i>, April 16. [3] ♣ NELSON: "Clear Thinking by John Mohawk," 48-52. [4] " Mending the Split-Head Society with Trickster Consciousness," 288-97. [11] " The Power of Being a Human Being," by John Trudell, 318-23. [5] " Protecting the Web of Life" by Tom Goldtooth 	35
10b	6/2	No lecture	<i>Reviem, digest, process...(no lecture; catch up).</i>	
10c	6/5		Personal and political due.	
Final, Wednesday, June 08 at 10:30 am, TBD				