

NAS 212

Community Development for Sovereignty and Autonomy

Spring 2023, 4 units, 61704
Remote, Thursdays 4:10-6:00 pm
+ *Discussion pods - TBD on the first day of class*

Professor Liza Grandia

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Telephone hours, Tuesdays 4-6 pm
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This is an interdisciplinary class. Graduate students from other departments welcome.

I am affiliated with: Geography, Community and Regional Development, International Agricultural Development, Human Rights Studies, and 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 more liberatory processes of development and Indigenous movements for self-determination.

Course format

The class will meet once a week online, with emphasis on synthetic discussion of the readings. Students will have an opportunity to practice pedagogical skills as discussion leaders, but I will also help steer the conversation and occasionally provide mini lectures on background topics. In addition to critical analysis of the literature, students will have an opportunity to learn the fundamentals of grant writing and participatory project design. To reduce stress, in lieu of a traditional paper, we will have a series of smaller writing assignments.

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 for 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. 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 2 **required books**, which you can acquire used at the campus bookstore or from another bookseller. All other readings (articles, chapters, and news items) will be posted as PDFs to Canvas.

<i>Title</i>	<i>Author/editor</i>	<i>Press</i>	<i>ISBN</i>	
<i>Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance</i>	Edgar Villanueva	Berrett-Koehler Publishers	1523097892	29.75
<i>Re-enchanting the World: Feminism and the Politics of the Commons</i>	Silvia Federici	PM Press	1629635693	19.95

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.. I've drastically cut down on books you'd have to buy. However, 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 Haguierud	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	

If you are interested in working with me, then you should probably read my book and/or some of my other articles. Enclosed: Conservation, Cattle and Commerce among the Q'eqchi' Maya Lowlanders. It feels very odd to have to say this, but I've been shocked lately in qualifying exams at how little graduate students are reading their own committee members' work! When you go on the job market, people will ask you about the work produced in your own department. For more information on my research and links to my publications, see <http://nas.ucdavis.edu/faculty/liza-grandia>.

For week 10, as part of your final exam, you will share a digital PDF of a book you hope to read.

Manners, rules, and rituals

1. **Zoom link, URL:** <https://ucdavis.zoom.us/j/97352588540?pwd=VzlrQnljYkp0SUwwSFFuOVRkZkxTZz09>

Meeting ID: 973 5258 8540

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. 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. **Make a friend.** If you miss class, ask a fellow classmate what happened.
4. In pedagogical contexts, I go by **Professor Grandia and/or Dr. Grandia**, in person and/or in writing.
5. **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 with the limited energy I have post-COVID. 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 them! 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.

6. **Class listserv.** Feel free to share events and materials to: nas212-s23@ucdavis.edu
7. **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>
8. **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, so I am more than happy to provide the support you may need, but I cannot read minds.
9. **Telephone hours.** I organize my telephone hours through [Calendly](#). To reduce the hours you have to spend waiting in limbo in a Zoom room, I've been doing these by telephone. You'll leave your phone number on my sign-up page with an approximate time. I'll go down the list. I text the person in the "batting box" so you can expect a call from me (530-360-4464) within 15-30 minutes depending on how long the previous person takes.
10. Any **revisions to the syllabus** due to the pandemic and political syndemics announced on Canvas or in class will take precedence over this document.
11. **Incompletes.** I will be on sabbatical from July 1- September 1, so any incompletes will need to be finished by June 30. I understand that life circumstances can sometimes be difficult. If you anticipate needing an incomplete, please contact me well before the deadline to make an agreement. The June 30 deadline *will be final*. Please note that I will not grade late material over the summer, nor during a holiday, nor consider an outline of your still uncompleted work on a two-hour notice to save you from failing out of school (true story, I'm afraid). 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 may take up to two months to be graded.

Evaluation

Your grade in the course will be based roughly 40% on participation and 60% on smaller written assignments to reduce the end-of-quarter pressure.

1. Participation

- a. **Get to know you form** (10 points): Download the form in Word or Pages and fill it out. Re-upload to “assignments” by **Friday April 7**, 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** (90 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).
- 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. You should write about whatever thoughts the readings provoked. Do not summarize the readings. React to them. Deepen the debate. They should be posted no later than **Thursday at 12 pm**. You should then look at your classmates’ postings prior to seminar and comment on at least one other person.
- d. **Bio break** (20 points). Rather than doing long introductions the first week, we’ll spread out our bios.
- a. **Pods**. (70 points) "Pods" were wildly popular with my last (wonderful!) 212 seminar. 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 an hour 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 Thursday time-frame. At the midterm, I'll poll the class to see if you want to rotate pod membership or stick with your group.

This means class will be 2 hours, not 3 -- except Week 9 which will include a grant training workshop by me and then a break and discussion of the readings.

- e. **Office hours, personal chat (10 points)**. Connect with me personally (not email) at some point in the quarter. Do come prepared a written or mental list of topics you wish to discuss. This is your opportunity to perform one-on-one; I want to hear an opinion or insight *from you*. We can talk about anything: a curiosity, a concern, a question, a comparison, a connection, a current event, but you should come prepared with some clear engagement or agenda. Just showing up for the points is a waste of both of our time. Chatting after class can “count” for office hours. I just want to make sure I have personal contact with each of you at some point in the quarter.
- f. **Quizzes/exam**: If reading and attention appears to lag, I reserve the right to give weekly quizzes on the reading, lecture material. (This would change the denominator of your grade to >1,000, but I earnestly hope this will not be necessary. You will take a comprehensive short answer exam on the last week that 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. **Disciplinary skeletons.**
- b. **Autonomy self-analysis.**
- c. **Development buzzword.**
- d. **Funding alternative development.**
- e. **Small paragraph about a reading you would recommend to others.**

Item	Points	Due date
I. Participation (350)		
Get to know you forms	10	April 7, 5 pm
Commentaries	80	Each week, 1 freebie (8/9 weeks, total)
Peer comment	40	Read the commentaries and briefly comment on at least one.
Pod participation	40	Each week, 1 freebie (8/9 weeks total)
Pod note-taker or spokesperson	30	Three times you should either volunteer to be the note-taker and spokesperson of your pod.
Class participation	90	Actually talking in class at least once each week, 1 freebie.
Bio break	20	Sign up for a 10-minute life/development experience story.
Office hours	10	Don't delay.
Digital library contribution	30	Digitize or assemble a PDF of a book or key text that you think should be on a QE reading list and why
II. Written assignments (650)		
1. Development buzzword	150	Monday April 17, 5 pm
2. Disciplinary reflection	150	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	50	Tuesday, May 30th, 5 pm
4. Project or strategy design	200	5 pm, Friday, March 22, hard copy, no exceptions unless you want an incomplete.
Final exam	100	(20 points 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 - History and Fundamentals of International Development, April 6 [176]

- 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]
- 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].
- 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 & Chapter 1 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. 1-30. [30]
- Collins, Chuck, and Pam Rogers. 2000. "Social Change versus Charity." *Robin Hood Was Right*. New York: W.W. Norton and Company, 35-36. [1]
- 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]
- Cartoon.
- 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]
- Moeller, Kathryn. 2018. "Introduction: Corporatized Development." *The Gender Effect*. [can skim]
- *Recommended:* 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.

Optional: 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]

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 masterpiece that interweaves the history of the Rockefellers in the U.S. west with the CIA, oil interests, and evangelicals in Latin America.

Week 2 - The state, legibility, standardization, growth, modernization, April 13 [204]

- 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.

*If you have the stamina 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, April 17th, 5 pm.

Week 3 - Anthropology, Indigenous peoples, and development, April 20 [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.
- Skim Jim Yong Kim's Wikipedia page.
- Ned Blackhawk's new Franz Boas project.
- Grandia, Liza. 2015. "Slow Ethnography: A Hut with a View." *Critique of Anthropology* 35 (3):301-17. [17]

- Ami, Christine. 2020. "Politics of Distrust" *Indian Country Today*, September 21. [5]
- Pierce, Anneliese and Marc Dadigan. 2021. "How We're Reporting and Why It Matters." *Shasta Scout*. September 26
- Optional: Stocks, Anthony. 2005. "Too Much For Too Few: Problems of Indigenous Land Rights in Latin America." *Annual Review of Anthropology* 34:85-104.

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.

For Latin Americanists, a must-read is:

- Bonfil Batalla, Guillermo. 1996. *México Profundo: Reclaiming a Civilization*. Austin: University of Texas Press.

ASSIGNMENT 2: Reflect on the skeletons in your disciplinary closet, due Monday, April 24th by 5 pm.

Week 4 - Indigenous advocacy at the U.N. and the problem of "poverty," April 27 [200+]

- Tauli-Corpus, 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.

Week 5 - Native economy, a.k.a. Indigenomics, May 4

- 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. 1994. "Traditional Ecological Knowledge and Environmental Futures." *Colorado Journal of International Law and Policy* 5: 127-48. [22]
- 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]
- IEN, Co2,colonialism, Carbon Pricing [70 pages skim]
- <https://indigenomicsinstitute.com/about-us/>

Week 6 - Commons, May 11

- ❖ Re-enchanting the World: Feminism and the Politics of the Commons.
- Oakland Institute. "The Highest Bidder Takes It All: The World Bank's Scheme to Privatize the Commons"
- IEN, 2021. Indigenous Resistance Against Carbon. And skim website: <https://www.ienearth.org/category/climate-justice/carbon-trading-and-offsets/>.

Recommended: Grandia on commons, *Enclosed*.

> *Topics, discuss in class....*

Week 7 - Maya autonomy and governance, May 18

- 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]
- 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, Tuesday May 30th, 5 pm.

Week 8 - Endogenous development, buen vivir, good government, social justice, food sovereignty, & happiness, May 25

- 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.
- 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 - Will the Revolution be funded?, June 1

- ❖ Villanueva, Edgar. *Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance* [page selection TBD]
- 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.
- Press release on new California tribal fund.

> *In-class training on grant writing and fundraising.*

Week 10 - Final projects - presentations, June 8

> *In class exam.*

ASSIGNMENT 4: Prepare a small funding strategy, concept paper, GoFundMe, business plan, log frame, database, letter of interest (LOI) for an alternative development project or to stop an ill-conceived development project, due 6/13 by 5 pm.
