

Syllabus Spring 2021
Indigenous Women in World Politics
POSC/SWAGS 411
Tuesdays 2pm - 4h45pm

Professor Manuela L. Picq

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Office hours: zoom meeting by appointment

All classes online

Indigenous women are rarely considered in world politics. Yet from their positions of marginality, they are shaping politics in significant ways. This course inter-weaves feminist and Indigenous approaches to reveal the importance of Indigenous women's political contributions. It seeks not merely to recognize their achievements but to also understand why they matter in world politics.

The course tackles varied Indigenous contexts, ranging from pre-conquest gender relations to the Indigenous women political participation in electoral politics today. We will learn how Indigenous women played diplomatic roles and led armies into battle during colonial times. We will analyze the progressive erosion of their political and economic power, notably through the introduction of property rights, to understand the intersectional forms of racial, class, and gender violence. Course materials explore the linkages between sexuality and colonization, revealing how sexual violence was a tool of conquest, how gender norms were enforced and sexualities disciplined. We will analyze Indigenous feminism as well as struggles for self-determination. The course emphasizes legality, from bureaucratic erasure to the legal struggles of Maya weavers in defense of collective intellectual property rights. We follow indigenous women's struggles from the Arctic to the Andes to understand how they articulate local, national, and international politics.

Syllabus subject to change depending on current events and collaborative dynamics
Students are invited to contribute suggestions for course contents and assignments

Proposed grading structure

20% Class participation – Students are expected to attend all classes having read all the assigned materials; everyone should be prepared for and engage in class discussion, collaborative exercises, and quizzes. Participation also includes weekly news posting online with news related to the course materials of each week in closed group on social media.

10% Entry / Exit Reflection Essay- Free writing essay (about 500 words). Required / no grade. Turn in to the professor on the first and last days of class.

10% Interventions –Mead art intervention project on native women artists (collaborative work). Guidelines to follow.

20% Case-study oral presentation – Groups of two students will present a case-study of their choice related to the theme of the day: 10min oral presentations in class followed by Q&A + essay to be emailed to professor prior to class (500 words + list of references).

20 % Podcast – students will pair up to make a 15min podcast connecting one of the books read in class with life experiences (or a specific project). Guidelines to follow.

20% Final Essay –Final research papers should provide comprehensive information and conceptual analysis (about 1500 words). Guidelines to follow.

Required books

Manuela L. Picq. 2018. *Vernacular Sovereignties: Indigenous Women Challenging World Politics*. University of Arizona Press.

Sarah Deer. 2017. *The Beginning and End of Rape: Confronting Sexual Violence in Native North America*. University of Minnesota Press.

Lianne Simpson. 2017. *As We Have Always Done*. University of Minnesota Press.

Suggested books

Robin W. Kimmerer. 2014. *Braiding Sweetgrass: Indigenous wisdom, scientific knowledge and the teaching of plants*. Milkweed Editions.

Rauna Kuokkanen. 2019. *Restructuring Relations: Indigenous Self-Determination, Governance, and Gender*. Oxford University press.

Pauline Johnson. 1913. *A Red Girl's Reasoning*. (link [here](#))

Sheila Watt-Cloutier. 2015. *The Right to Be Cold: One Woman's Story of Protecting Her Culture, The Arctic, and the Whole Planet*. University of Minnesota Press.

Course Outline

February 16. Class 1. Introductions

In-class- Documentary film "500 years: Life and Resistance"

February 23. Class 2. Indigenous worldviews

Picq and Canessa. 2021. "Who is Indigenous?" (forthcoming book)

Carolyn Dean. 2007. "The Inka Married the Earth," *Art Bulletin* 89(3): 502-518.

Sheryl Lightfoot & David MacDonald. 2017. "Treaty Relations between Indigenous Peoples: Advancing Global Understandings of Self-Determination." *New Diversities*, 19(2), 25-39.

Rauna Kuokkanen. 2010. "The Responsibility of the Academy: A Call for Doing Homework," *Journal of Curriculum Theorizing*.

March 2. Class 3. Embodying the frontlines: resiliency and vulnerability

Manuela Picq. 2018. *Vernacular Sovereignties*. (introduction, chapter 1)

IACHR. 2017. "Indigenous Women" report.

March 9. Class 4. Nations of women

Gunlög Fur. 2009. *A Nation of Women: Gender and Colonial Encounters Among the Delaware Indians*. Philadelphia: University of Pennsylvania Press. (introduction and chapter 4).

Renée Jacobs. 1991. "The Iroquois Great Law of Peace and the United States Constitution: How the Founding Fathers Ignored the Clan Mothers," 16 *Am. Indian L. Rev.* 497.

Manuela Picq. 2018. *Vernacular Sovereignties* (chapter 2)

Laura Parisi and Jeff Corntassel. 2007. "In Pursuit of Self-Determination: Indigenous Women's Challenges to Traditional Diplomatic Spaces." In "Indigenous Diplomacies," special issue, *Canadian Foreign Policy* 13 (3): 81–98.

March 16. Class 5. Conquest on women's bodies

Karen Powers. 2005. *Women in the Crucible of Conquest*. Albuquerque: University of New Mexico Press. (chapt 2)

Human Rights Watch. 2013. "Those Who Take US Away: the highway of tears" (report).

Audra Simpson. 2016. "The State is a Man" *Theory and Event* 19(4).

Lucchesi, Annita Hetoevéhotokhe'e. 2019. "Mapping Geographies of Canadian Colonial Occupation: Pathway Analysis of Murdered Indigenous Women." *Gender, Place, and Culture*, 26(6):868-887.

March 23. Class 6. Dispossession through law (Maeve/)

Patrick Wolfe. 2006. "Settler colonialism and the elimination of the native." *Journal of Genocide Research*, 8(4): 387–409.

Deborah Kanter. 1995. "Native Female Land Tenure and Its Decline in Mexico." *Ethnohistory* 42(4).

Kathleen Brown-Perez. 2017. "By Whatever Means Necessary: The U.S. Government's Ongoing Attempts to Remove Indigenous Peoples during an Era of Self-(De)termination" *New Diversities*.

Land grant (grab) [universities](#)

Film "American Outrage"

March 30. Class 7. Art as resistance – Mead Presentation for Interventions.

Manuela Picq. 2017. "Maya weavers propose a collective intellectual property law" *Intercontinental Cry* ([here](#))

(work on interventions)

April 6. Class 8. Colonizing Indigenous sexualities (Amirah)

Kim TallBear. 2018. Making Love and Relations Beyond Settler Sex and Family Relations," in Clark and Haraway *Making Kin Not Population*. Chicago: Prickly Paradigm Press.

Manuela Picq. 2019. "Between Erasure and Resurgence: de/colonizing Indigenous Sexualities" in Michael Bosia, Sandra Mc.Evan, and Momin Rhaman [Oxford Handbook of Global LGBT and Sexual Diversity Politics](#), Oxford University Press (2019)

Kauanui Kēhaulani. 2018. "Gender, Marriage, and Coverture: A New Proprietary Relationship," in *Paradoxes of Hawaiian Sovereignty*, Duke University Press.

Documentary film "Kumu Hina" (by Dean Hamer and Joe Wilson)

April 13. Class 9. Rape and the law, then and now (Campbell/Grace)

Sarah Deer. 2017. *The Beginning and End of Rape: Confronting Sexual Violence in Native America* (groups present selected chapters)

April 20. NO CLASS

April 26. Class 10. Nature defenders (Margot)

Sheila Watt-Cloutier. 2015. *The Right to Be Cold: One Woman's Story of Protecting Her Culture, The Arctic, and the Whole Planet*. University of Minnesota Press. (selected chapters)

Francesc Badia I Dalmases, Series Defenders of the Forest ([here](#))

Film Bertha Caceres, "Guardiana de los Rios"

(Podcasts due)

May 27. Class 11. Legal sovereignty

Manuela Picq. 2018. *Vernacular Sovereignties*. (Chapt 4 and 5)

Rauna Kuokkanen (2019) *Restructuring Relations: Indigenous Self-Determination, Governance, and Gender*. Oxford University press. (introduction and chapter 6)

Maile Arvin, Eve Tuck, Angie Morrill. 2013. "Decolonizing feminism: challenging connections between settler colonialism and heteropatriarchy," *Feminist Formations* 25(1):8-34.

May 4. Class 12. The politics of race (Maya)

Kim Tallbear. 2013. "Racial Science, Blood, and DNA," in *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. University of Minnesota Press.

Temitope Adefarakan. 2011. [\(Re\) Conceptualizing 'Indigenous' from Anti-Colonial and Black Feminist Theoretical Perspectives Living and Imagining Imagining Indigeneity Differently](#). In *Indigenous Philosophies and Critical Education* (chapter 2).

Podcast: [Black and Indigenous Storytelling as Counter-History - SAPIENS](#)

May 11. Class 13 – Conclusions: Sacred Instructions and "As we have always done"

Sherri Mitchell on indigenous wisdom ([talk](#))

Lianne Simpson. 2017. *As We Have Always Done* (groups present selected chapters)

May 18. Class 14. Presentations of final projects to the class

(exit essays due)

May 20 - 23 - Reading Period

May 24 - 28 - Exam Period

~~ End of the semester ~~



Art by Lianne Charlie