

Indigenous Women in World Politics



“Drop of water,” by Lianne Charlie

SYLLABUS
POSC/SWAGS 411- Spring 2018
Indigenous Women in World Politics
Converse 209 / Tuesday 2h30-5pm

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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 1994 Zapatista uprising. 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 struggles from the Arctic to the Andes to understand how they women 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

15% Class participation – Students are expected to attend all classes having read all the assigned materials; everyone should be prepared for class discussion, collaborative exercises, and quizzes.

5% Weekly Facebook postings – students are required to post weekly news related to the course materials of each week in our closed Facebook group.

5% Entry Essay- free writing essay on the topic “what role do indigenous women play in world politics?” –turn in hand out (about 500 words). Required / no grade.

20% Legal research project – students will do in-depth research on a specific case of indigenous (collective) property rights. The research papers should provide comprehensive information and conceptual analysis. Structure: executive summary; case study analysis; annexes; bibliography (4000 words max). Case studies will be collected into one large projects that the class will present to Maya lawyers working on property rights for ancestral weaving. (Assignment 1, due March 20)

20% Profiles of Indigenous women – students will gather in pairs to interview and draft a profile of an indigenous woman (max 2000 words)- essays due in class April 3 (10%). Oral presentations of each profile in-class April 10 (10%). The best projects will be published online at [Intercontinental Cry](#). Media materials encouraged to accompany text (Assignment 2, due April 3 and 10).

20% Interventions – groups of students will realize interventions to spread class discussion into the community (April 20-27)

10% Symposium - April symposium on “Resistance.” Students will participate and report on the 2018 Annual Five Colleges Native American and Indigenous Symposium (April)

5% Exit essay- free writing essay on the topic “what role do indigenous women play in world politics?” –turn in hand out (about 1000 words). Required / no grade.

Suggested books

Lianne Simpson (2017) *As We Have Always Done*

Manuela Picq (2018) *Vernacular Sovereignities: Indigenous women challenging world politics*, Tucson: University of Arizona Press.

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

Course Outline

Jan 23. Class 1. Introductions

Documentary film “500 years: Life and Resistance”

Jan 30. Class 2. Living the frontlines: resiliency and vulnerability

IACHR. 2017. “Indigenous Women” report

De la Cadena, Marisol. 1995. "Women are More Indian:" Ethnicity and Gender in a

Community near Cuzco" in Larson, Brooke and Olivia Harris (eds) *Ethnicity, Markets, and Migration in the Andes*. Durham: Duke University Press.

Manuela Picq. 2018. "Invisible women," *Vernacular Sovereignties*. (chapt 1)

Laura Castellanos. 2017. "The Feminist Indigenous Candidate Running for President in Mexico" Vice ([here](#))

Short films- "Women in the Zapatista Movement" ([here](#))

Guest-speaker 1: Luis Martin Valdivieso (Pontifica Universidad Católica, Lima/ Peru)

Feb 6. Class 3. Nations of women

Mann, B. A. 2006. "Where are your women? Missing in action." In Arrows, Four (Don Trent Jacobs) (Ed.), *Unlearning the language of conquest: Scholars expose anti-Indianism in America*. Austin, TX: University of Texas Press.

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.

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

Manuela Picq. 2018. "The Inheritance of Resistance," *Vernacular Sovereignties* (chapt 2)

Feb 13. Class 4. Dispossession through law

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

Susan Kellog. *Law and the Transformation of Aztec Society, 1500-1700*. University of Oklahoma Press (Chpt 3).

Rauna Kuokkannen. 2009. "Indigenous Women in Traditional Economies: The Case of the Sámi Reindeer Herding" in *Signs* 34(3) :499-504.

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* (in press)

Documentary film "American Outrage"

Guest-Speaker 2- Kathleen Brown-Pérez (University of Massachusetts Amherst)

Feb 20. Class 5. Conquest on women bodies

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

Andrea Smith. 2003. "Not An Indian Tradition" *Hypathia* 18(2): 70-85.

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):

Documentary film "Finding Dawn"

In class- 1491 short on violence against native women

Feb 27. Class 6. Colonizing Indigenous sexualities

Will Roscoe. 1998. *Changing Ones: Third and Fourth Genders in North America*. New York: St. Martin's Griffin. (introduction)

Michael Horswell. 2005 *Decolonizing the Sodomite: Queer Tropes of Sexuality in Colonial Andean Culture*. Austin: University of Texas Press. (introduction)

Estevão Rafael Fernandes & Barbara M. Arisi. 2017. *Gay Indians in Brazil: Untold Stories of the Colonization of Indigenous Sexualities*. Springer. (chapter 3)

Josi Tikuna and Manuela Picq. 2015. "Sexual Modernity in Amazonia" in E-IR. ([here](#))

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

In-class- "Third Gender: An Entrancing Look at Mexico's Muxes," (by Juan Olita [here](#))

Suggested book- "A Red Girls' Reasoning"

March 6. Class 7. Nature, Territory and Reciprocity

Robin W. Kimmerer. *Braiding Sweetgrass* (selected chapters)

Documentary films "Hija de la Laguna" /or "Guardiana de los Rios"

~~ Spring Break ~~

March 20. Class 8. Indigenous women and the law

Rachel Sieder and Anna Barrera. 2017. "Women and Legal Pluralism"

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

Documentary film “Tribal justice”

Assignment 1- turn in legal research projects on intellectual property rights (essays + 5 min group presentations in class).

March 27. Class 9. Women shaping sovereignty

Manuela Picq. 2018. *Vernacular Sovereignities*. (Chapt 4/5)

Andrea Smith. 2005. “Native American feminism, sovereignty, and social change,” *Feminist Studies*, 31(1): 116–132.

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

April 3. Class 10. Workshop- public speaking and writing workshops

Assignment 2 (written): Profiles of Indigenous Women – essays. students will gather in pairs to write a profile of an Indigenous woman. They can use archives, interviews, media and course materials to connect her story with themes analyzed in class. (max 2000 words). Revision of projects in class workshop. Support writing with visuals. Final projects should be of publishable quality.

April 10. Class 11. Art as collective resistance

Jone Ash Poitras
Annie Pootoogook
Lianne Charlie

Assignment 2 (oral): Profiles of Indigenous Women—3min oral presentations in class

April 17. Class 12. “Resistance”

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

Five Colleges Native American and Indigenous Studies Annual Symposium: “Resistance”

April 24. Class 13 – Interventions

~~ End of the semester ~~