

# Cultural Sovereignty: Indigenous Peoples' Cultural and Heritage Governance Issues

Summer 2016 quarter (Session II)  
2 credits – Cultural Policy

## Description:

This course will examine the landscape and language of Indigenous peoples' heritage and cultural resources in a changing environment. With a focus on protection, preservation, restoration and revitalization of Indigenous peoples' cultures, the course will deliver an overview of legal structures at the federal level, including NAGPRA and the Indian Arts and Crafts Act, as well as tribal, state, local government and international governance mechanisms. Students will consider the ongoing work of tribal museums and heritage departments, and Native arts and culture organizations on tribal cultural sovereignty, and will investigate efforts for repatriation, protection of sacred sites, intellectual property and more. **Please Note: The course will include a trip to the Nisqually Canoe Journey landing at the Port of Olympia on Saturday, July 30<sup>th</sup>.** Students will be evaluated on their class participation, quality of writing and attendance. Each student is required to submit a self-evaluation and an evaluation of faculty at the end of the session.

**Schedule:** July 29-31, 5-9p Fri, 9a-5p Sat/Sun

**Class standing:** Junior–Graduate, Course Reference Numbers: Second Session (2 GR credits): 40033, Jr - Sr Second Session (2 UG credits): 40034

**Class Location:** Sem2 C2109

## Instructor Contact:

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## Learning Objectives:

- Gain an understanding of the paradigmatic dissonance between Indigenous and Western cultures and the connection of culture to governance.
- Recognize the imperative of rebuilding Indigenous cultures through decolonization.
- Gain an understanding of contemporary methods being used by tribal, local, state, federal and international governing bodies to rebuild, protect, preserve and revitalize Indigenous people's cultures.
- Gain an awareness of the complex landscape of tribal cultural and heritage rights.

**Attendance Policy:** 100% Attendance is required.

## Readings:

### **Available at Bookstore**

1. "Native Science: Natural Laws of Interdependence" by Gregory Cajete

### **Available on Canvas**

2. "Landscape and Language of Indigenous Peoples' Cultural Rights" by Erin Genia
3. "Rethinking the Tribal Sovereignty Doctrine: Cultural Sovereignty and the Collective Future of Indian Nations" by Wallace Coffey and Rebecca Tsosie
4. "High-Tech Invasion: Biocolonialism" by Debra Harry and "TRIPS Agreement: From the Commons to Corporate Patents on Life" by Vandana Shiva

## **Cultural Sovereignty: Indigenous Peoples' Cultural and Heritage Governance Issues**

5. *United Nations Declaration on the Rights of Indigenous Peoples*
6. "American Indians, Anthropologists, Pothunters and Repatriation, Ethical, Religious and Political Differences" by Devon A. Mihesuah

### **Case Study – To be handed out in class and completed on Sunday, July 31<sup>st</sup> :**

"Water Quality, Sacred Sites and Climate Change: Who Speaks for the San Francisco Peaks?" by Linda Moon Stumpff

### **Assignments:**

#### **Response to "Native Science"**

3-4 pages

Due Friday, July 29<sup>th</sup> in class

Any comprehensive conversation about indigenous cultures involves a grounding in indigenous philosophy and its relationship to the dominant Western paradigm. From the text, choose 2-3 specific topics that you find relevant to either your academic focus or research interests. Describe each topic from both an indigenous and a western perspective. How might policy be formulated around these topics which respects an indigenous paradigm?

#### **Research Paper**

6-8 pages

Due Monday, August 8<sup>th</sup> via Canvas

Analyze a current tribal cultural rights issue within the context of the *United Nations Declaration on the Rights of Indigenous Peoples*. Describe the issue, giving a brief history. Who are the main stakeholders, (including tribes, individuals, organizations, agencies etc.) involved in the issue and what are their roles? What treaties, laws, policies or agreements govern the issue? What are the barriers to implementing the fullest expression of this cultural right under the language of the UN Declaration? Examples include, but are not limited to: language preservation, K-12 education, the arts, protection of sacred sites, tribal intellectual property. Include a robust list of references.

*Syllabus is subject to change*