## I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Groups</th>
<th>X: Indigenous and Global Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Course Title</td>
<td>Indigenous Peoples and Global Development</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Neyooxet Greymorning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>X4409/neyooxet.greymorning@mso.umt.edu</td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Douglas</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
</tr>
</tbody>
</table>

## III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course examines the impact of global development on Indigenous peoples. Its purpose is for students to examine how development has impacted areas of culture change, health & land.

## IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

**Group X Indigenous and Global Perspectives**

This perspective instills knowledge of diverse cultures in comparative and thematic frameworks. Students will learn how geographically and culturally separate parts of the world are linked by various, multiple interactions. These courses foster an appreciation for Indigenous peoples, their histories and cultures, and their struggles both to maintain their ways of life and gain equal positions in world spheres of power and change. Global studies investigate how societies and nations interact through human endeavor and/or natural processes. These courses encourage students to relate their knowledge of particular parts of the world, with their individual identities, to larger trends and issues that affect multiple societies and environments. These include regional, national, and even transnational cultural flows, as well as a multiplicity of environmental processes and economic relationships.

This course has been taught under this title since 1998. It meets Group X - Indigenous and Global Perspectives criteria by introducing students to the way in which industrialization and global development have impacted Indigenous peoples. This is accomplished through articles, viewing video footage, coupled with examination and discussion throughout the term on how various Indigenous peoples of Africa, Canada, India, East Timor, North and South America, Melanesia, the Philippines, and Papua New Guinea have historically struggled to maintain their cultures and ways of life in the face of development and developers encroaching upon their lives, lands and resources.

## V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.

Learning goals are accomplished by having students become familiar with the diversity of Indigenous cultures and the physical environments that these societies live in.
2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and

3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

The class will also examine the medium Indigenous peoples have chosen to define and represent/express themselves socially, politically and culturally in resisting development.

By the end of the course students will have examined, analyzed and gained an appreciation of Indigenous belief systems, with regard to worldviews, religious ceremonies, cultural ways, the impact that Anglo-European culture has had upon these systems, in the name of development and the dispossession of land, resources and cultural rights, and what that means with regard to the rights and responsibilities that Indigenous and non-Indigenous peoples hold both independently and collectively.

Students will also examine and discuss concepts, reasoning and ethical issues that arise when the practices of developers and development conflict with the traditions and life-ways of Indigenous peoples studied.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

---

Indigenous Peoples & Global Development:
Anthropology 385 Winter 2006

Instructor: Dr. Stephen Greymorning
Rm. 202
Office: Soc. Sci. Building, Rm. 221
Alternate hours by Appointment on Wednesdays. 2:00-3:00

Class Hours: Tues. & Thurs. 12:40 - 2:00, JRH.
Office Hours: 12:30 - 2:00, Mon/ Wed.
Office Phone: 243-4409

I. Required readings for this course will be drawn from the following resources: Tribal Peoples & Development Issues, Genocide in Paradise, Breaking the Iron Bonds, and Reserved Readings Pac.

II. This course is designed to acquaint students with issues as they relate to the impact that industrialization and global development has had upon Indigenous peoples. Because this is an anthropology class, students will be introduced to the topic by reading some of the classical anthropological research and literature.

III. Tests will be based on assigned readings, lectures, and videos. It is the students responsibility to keep up with the assigned readings, lectures and videos if they wish to maximize their best potential for learning and test grades in this course. Students should assume that where lecture material and information from the text cross, such information will most likely show up on exams. Lectures will be presented on the premise that students have read the assigned material and are bringing to the class an inquisitiveness and level of participation that will spark discussions.
Objective: By the end of the course students will have become familiar with the impact that corporations and development have had on Indigenous cultures.

Graded assignments:

A. Short Answer Exam
   This exam will consist of 5 short answers (5 pts ea.) and 5 Identifications (2 pts ea.)  
   **worth 35 pts**

B. Mid Term
   The mid-term will consist of 29 multiple choice questions (1 pt. ea.) and 7 Identification problems (3 pts ea.).  
   **worth 50 pts**

C. Group Presentation & Discussion (or alternative term synopsis paper)
   Each group will provide a summary and assessment of a video, or an assigned section of the course readings, as well as answer questions. It will be the responsibility of groups 1, 2, 3, 4, 5, 7 & 8 to obtain and preview the videos they will be leading discussions on a week in advance of their discussion so they will be better prepared to discuss their topics. Failure to do so will impact the group’s grade. Each group will have approximately of 30 minutes to do this assignment. Individual group members are also required to submit a one page summary of the topics they researched and planned to cover for their group discussion no later than the day of their discussion.  
   **worth 15 pts**

D. Research Paper
   The final research paper must fall between 2,000 - 2,200 words in length, anything less or more than this will result in a lower grade. The paper must be properly referenced, with a properly written bibliography of no less than 6 references, of which only 2 can be from the internet. The final paper is due in class on November 28th.  
   **worth 100 pts**

Any paper turned in late will have 2 points deducted for each day late.

Grading Scale:  

- A = 181 - 200  
- B = 161 - 180  
- C = 141 - 160  
- D = 129 - 140  
- F = 0 - 128  

**Academic Honesty:** Under no circumstances should students represent another person's work or ideas as their own. To do this is to plagiarize and it is an intolerable offense in the academic community. Students who plagiarize will fail the assignment, and as a result may fail the course. Students should also be advised that they should not submit the same paper for more than one course.

**Anth 385: Indigenous Peoples & Global Development**

**Course Outline**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DISCUSSION TOPICS</th>
<th>READING ASSIGNMENTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug.</td>
<td>Course Overview and Introduction</td>
<td></td>
</tr>
<tr>
<td>Aug. Video: Mistassini Cree ancient lifestyles in a modern world</td>
<td>Introduction &amp; sect's 2 &amp; 3 (20 pages)</td>
<td></td>
</tr>
<tr>
<td>2 Sept.</td>
<td>The Life of the Hunter</td>
<td></td>
</tr>
<tr>
<td>Sept. Invasion and Pacification</td>
<td>Pages 31-32, &amp; sect's 5 &amp; 6 (16 pages)</td>
<td></td>
</tr>
<tr>
<td>3 Sept.</td>
<td>Assessing the Impact of Contact</td>
<td></td>
</tr>
<tr>
<td>4 Sept.</td>
<td>A. SHORT ANSWER EXAM over material from weeks 1-3</td>
<td></td>
</tr>
<tr>
<td>Sept. The Price of Colonialism on Indigenous Cultures</td>
<td>Pages 114-131 &amp; 137-149 (31 pages)</td>
<td></td>
</tr>
<tr>
<td>5 Sept.</td>
<td>Video: James Bay II</td>
<td></td>
</tr>
<tr>
<td>Sept. Video: James Bay II C. Group 1 presentation &amp; discussion of video topic</td>
<td>Section 17 &amp; 18 (29 pages)</td>
<td></td>
</tr>
</tbody>
</table>
6 Oct. The Impact of Resource Exploitation  
Oct. **Video: The Power Over Life**  
Oct. C. **Group 2 presentation & discussion of video topic**  
Sections 19 & 20 (26 pages)  
Section, 24 & 25 (19 pages)  

7 Oct. Native Sovereignty and Self-government  
Oct. **B. MID TERM up to week 6**  
Sect's 26 & 27 (26 pages)  

8 Oct. **Video: The Timor Conspiracy**  
Oct. C. **Group 3 presentation & discussion of video topic/theme**  
Read entire book  

Oct. C. **Group 4 presentation & discussion on video topic/theme**  
Pages 249-269, sect's 24 & 25 (21 pages)  

10 Oct. **Video: Blockade**  
**Sun Peaks: First Nations Land Loss In the Name of the 2010 Olympics**  
Nov. C. **Group 5 facilitated discussion on video topic and theme plus Sun Peaks issue**  

11 Nov. An Indian OPEC meca  
Nov. C. **Group 6 facilitated discussion on chapter topic**  
**Breaking the Iron Bonds**  
Chapter 4  

12 Nov. Resource Management  
Nov. C. **Group 7 facilitated discussion**  
Chapter 5 (27 pages)  
D. **Final Research Paper due last class in November**  

13 Nov. Resource Management & Control  
Nov. THANKSGIVING VACATION  
Chapter 7 (30 pages)  

14 Nov. **Video: Working with NAGPRA**  
C. **Group 8 facilitated discussion**  

Nov. Tribes as Developers  
Chapter 9  

15 Dec. **Video: Indian Country**  
Dec. C. **Group 9 facilitated discussion**  

16 Dec. 11 - 15 **FINALS WEEK:** There is no final in this class