NAS-270  Globalization and Its Effects Upon Indigenous People  3 credits

I. **Catalog Description:** Introduction to key concepts of globalization and indigenous human rights with focus on contemporary and historical social action, social injustice, and resistance to the commercial policies of the economic entities of the movement towards Western economic domination.

II. **Prerequisites:** NAS 2160 AND NAS 261

III. **Rationale for Course Level:** This is the final required course for the Native American Studies degree, therefore the level is correct. It represents the culmination of the journey students have taken from a provincial worldview to a globally aware worldview. It also represents the highest level of critical thinking that we offer in the NAS Program. All that remains left for the student is the self-reflective piece of the NAS final portfolio project.

IV. **Suggested Text Books**

Bigelow, Bill and Bob Peterson, editors. Rethinking Globalization Milwaukee: Rethinking Schools Press, 2002
Maren, Michael. The Road to Hell: The Ravaging Effects of Foreign Aid and International Charity

The instructor will provide any additional readings, though they should be kept at a minimum due to the length of required books. All of these books have been used in the past in various combinations, Paradigm Wars though, is the base text that should always be used since it is one of the few published that address these particular issues. In the past, all the other books have been used at one time or another, but their use should be limited to one other besides Paradigm Wars because of the large amount of documentaries that are used in this class. Diary of an Economic Hitman seems to be the most useful.

V. **Other Requirements and/or Materials for the Course.**

The other requirements for the course include the large amount of documentary films on this subject. Because films are much more vivid and immediate than the written word, they are found to be much more effective. A partial list of films shown in this class is as follows:

- Fourth World War
- Oil Factor
- Weapons of Mass Deception
- Kahnawake
- Trespassing
- Blood and Oil
- Freedom Fries
- Affluenza
- We Don't Play Golf
- Dupont Dioxins
- Border Vigilantes
- Peak Oil
VI. Student learning Course Objectives

Upon completion of this course, students will be able to:

1. Trace historical influences of federal Indian policy to the modern day globalization processes. (Paradigm Wars; Economic Hitman)
2. Differentiate between the WTO, the World Bank, and the International Monetary Fund based on their roles in the globalization process. (Paradigm Wars)
3. Define what "structural adjustment programs" are and identify how they affect the sovereignty of nations. (Paradigm Wars)
4. Demonstrate in-depth knowledge of the effects of globalization upon one indigenous group of choice through independent research and a live in-class presentation.

VII. Suggested Course Outline

Week One:
- Introduction: Why media restricts coverage
- Film: Orwell Rolls in His Grave
- Readings: Road to Hell (HELL)

Week Two
- Film: Conclusion of Media
- IMF, WTO, World Bank, Structural Adjustment Programs
- Readings: Cont. HELL
- Reaction Papers

Week Three
- Global Climate Change
- Film: Eleventh Hour; and Six Degrees
- Readings: HELL
- Reaction Papers
- QUIZ: HELL and lectures

Week Four
- Displaced People
- Film: Theft of Diego Garcia;
- Readings: Conclude HELL
QUIZ: HELL
Reaction Papers

Weeks Five thru Eight
Economics
Films: WTO Threat to Humanity; The Charcoal People; The Corporation; Oil Factor; Mojados; Blood and Oil
READING: Paradigm Wars (WARS)
Reaction Papers
Quizzes: #3 and #4 WARS
MIDTERM EXAM

Weeks Nine thru Fourteen
Thee Effects of Globalization Upon Indigenous Peoples
Films: We Don’t Play Golf Here; Fourth World War; Pesticides; Pharmaceutical Trials in the Third World; Kahnawake; Dupont Dioxins; Trespassing; Toxic Trespassing in Sarnia

READINGS: Blue Gold

Week Fifteen -- Last QUIZ: BLUE GOLD

Week Sixteen--FINAL EXAM

VIII. Suggested Course Evaluation.

Reading Quizzes
Reaction Papers
Midterm Exam
Final Research Project

Reaction Papers are required after every film. Students first relay their gut feeling regarding the film, once they get that off their chest then they are asked to analyze the information received in terms of the conceptual components of the class. For instance, by the time we get to the film portion of the class the student should be keyed into the WTO, the IMF Structural Adjustment Programs, etc., or named Corporations such as Bechtel, Halliburton, Dole or Chiquita as the major players behind these dramas. They are asked to look deeper and identify how the "little people" are affected by these power games. They are instructed to look for evidence of the erosion of national sovereignty, and so on.

In the past, the Final Project has entailed the researching of one particular country that is suffering under Western Globalization policies. Students wrote a minimum
seven, page paper detailing their findings, and presented it in class at the end of the semester. The presentations often took the form of a powerpoint presentation, though that was never a requirement, or in a synopsis of the paper that was presented orally. Students voted to determine the best projects, and those students presented them at the end of semester Student Assessment Conference. However, we now feel that all students should become familiar with the PowerPoint program. We have experts on staff who have given their time to teach seminars in the use of PowerPoint.

IX. Bibliography

Black Elk. 1979. Black elk speaks as told to John Neihart
DeMallie, Raymond. The Six Grandfathers
Gutierrez, Ramon. 1991. When Jesus Came the Corn Mothers Went Away: Marriage Sexuality and Power in New Mexico, 1500 to 1846. Albuquerque: University of New Mexico Press.
Trachtenberg, Alan. The Incorporation of America. New York: Hill and Wang

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August 21, 2012