I. Course Description

This course asks how historical and contemporary development efforts have shaped indigenous communities. What are the ideological and technical tools used to transform territory through development projects? Who has been designated 'native' and why within different efforts to expand governance through development? How have national development programs shaped indigenous experience in settler-colonial contexts? Finally, how has native sovereignty been articulated through indigenous development efforts related to land, language, and culture? We will draw on examples from colonial and settler-colonial contexts in North and South America, Africa, and Asia to understand how place-based development efforts have been part of global networks of imperialism and resistance.
II. Course Expectations

Learning Outcomes
In this class, students will learn to:

- understand development as a historically and geographically-inflected tool of colonial and settler-colonial governance.
- critically consider the ideological aspects of development efforts.
- appreciate the relationship between different development projects and indigenous sovereignty.

Grades
Group Presentation: 5%
In-Class Mid-term Exam (5/12) 25%
Reading Responses (four due over the term): 20%
Final Research Paper (12-15 pages, due 6/1): 35%
Class Participation: 15%

Required Materials
All readings will be available in .pdf format in the ‘Files’ tab on the Canvas course site.

Attendance
Students are expected to attend all scheduled classes having thoughtfully completed each week's assignments. If you know you won't be able to attend for any reason, please communicate with me as soon as possible in advance of class so we will know not to expect you. Students are allowed one unexcused absence over the course of the term, after which students' grades will drop by one half of a letter grade for each absence.

Participation
All students are expected to be active course participants during and outside of class time. In class, this includes arriving on time; participating in large and small group conversations and activities; responding to instructor questions; and listening respectfully to other members of the class. Respectful participation also includes refraining from activities that inhibit other students' ability to focus on lecture or discussion. For this reason, electronic devices including laptops, cell phones, and tablets will not be allowed in our classroom unless otherwise specified for a given activity.

Special Accommodations
Please let me know as soon as possible if you need special accommodations for course work due to either a documented disability or religious observance.
If they haven't done so already, students requiring disability-related academic adjustments and services
should consult the Student Accessibility Services office (Carson Hall, Suite 125, 646-9900, Student.Accessibility.Services@Dartmouth.edu).

**Academic honesty**

Students are expected to adhere to the values of Dartmouth's academic honor principle ([http://www.dartmouth.edu/judicialaffairs/honor/index.html](http://www.dartmouth.edu/judicialaffairs/honor/index.html)). Any evidence of academic dishonesty will be grounds for failing the assignment and, under certain conditions, the course. Don't hesitate to contact me if you have any question about what constitutes academic dishonesty in the context of our particular class.

**Reading Responses**

All students will submit four reading responses (approximately 500-800 words) over the course of the term. Reading responses should address the following questions: a) what is this text about?; b) what is the main argument presented here?; and c) what evidence does the author use to support their claims?. Finally, memos should explore two open questions related to the reading. Students are also welcome to include their own thoughts or opinions and to connect texts to previous weeks readings and discussions. Responses to a given reading or set of readings are due on the day that that reading is due. Responses should be submitted via Canvas prior to the start of class.

**Group Presentations**

Students will work as part of a group to develop a 15-20 minute presentation on a subject of their choosing related to the course topic. In addition to the presentation, students will upload to Canvas an annotated bibliography of sources (minimum of ten sources) and a division of labor report on the day of their presentation. Presenters should connect their topic to other course readings and concepts and conclude with an open question for class discussion.

**Final Research Paper**

Students will submit a 4000-5000 word research paper on a subject of their choosing related to the course topic. Topic summary plus preliminary 7-item bibliography due 5/4; final draft due June 1 at midnight via Canvas.

**Reading and Assignment Schedule**

**I. Introduction**

CHEDULE

**Conceiving Indigeneity**

Week One
M 3/27: Course introduction

**Week Two**

**II. Colonialism as a Development Project**

*Re-Imaging Nativity through Settler-Colonial Expansion*

**Week Three**
W 4/12: ** Anssi Paasi class visit

*Roots of the Development Era*

**Week Four**
III. Indigenous Peoples in the Development Era

Ways of Knowing and Development

Week Five


Development and Dispossession

Week Six


Th (X) 5/4: 1-page paper topic summary plus preliminary bibliography due


IV. Native Development- Resilience and Rebuilding
**Sovereignty and Development**

**Week 7**


F 5/12: In class mid-term exam

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**Culture and Indigenous Development**

**Week Eight**


Nicholas Reo (Sault Sainte Marie Chippewa) and A. Parker (2013). “Re-thinking colonialism to prepare for the impacts of rapid environmental change” *Climatic Change* 120 (3): 671-682.

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**Land, Environment, and Indigenous Development**

**Week Nine**


Coleen A. Fox et al. (2017) “‘The river is us; the river is in our veins’” re-defining river restoration in three Indigenous communities.” *Sustainability Science* doi:10.1007/s11625-016-0421-1


*Bring one final paper source to class.

Th X 5/25: Final Research Paper Writing Workshop


Th 6/1: Final research paper due by 5p.

* See https://nycstandwithstandingrock.wordpress.com/standingrocksyllabus/ for an excellent assemblage of resources on the history and politics of the Standing Rock Dakota Access Pipeline protests.