

[Note: This syllabus would ideally start with a land acknowledgement that reflects the land on which the course is taught. For now, I offer the land acknowledgment below:

I want to start by taking a moment to acknowledge the land on which this syllabus was planned. For thousands of years, the land where I live in what is currently Sacramento has been the home of the Nisenan Maidu people. The Sacramento area is on the traditional lands of the FootHills and Southern Maidu people and the Valley Miwok and Me-Wuk people. These and members of other Indigenous nations have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. I am honored and grateful to be here today on their traditional lands.]

[Note: This syllabus is a revised version of “Crossing Worlds, Crossing Waters: Black and Indigenous Resistance,” which I taught at UC Davis as a First-Year Seminar in the Winter 2021 quarter.]

“At the Edge of the Woods: Black and Indigenous Resistance”

Sample Syllabus - Lower Division Seminar

Spring 2023 | TR 10:00am-11:20am | Classroom

Instructor:

Professor Jasmine Wade

Email: jhwade@ucdavis.edu

Seminar Description:

In “At the Edge of the Woods: Black and Indigenous Resistance,” we will explore how some of the crucial topics of our world today, including policing, environmental justice, and the economy, impact Black people and Indigenous peoples in the United States and Canada. We will start with the conversations continued by activists in the Black Lives Matter and Idle No More movements. We’ll think about how police brutality, decolonization, and abolition affect Black and Indigenous communities in different and related ways. We’ll explore several different ways to relate Black and Indigenous experiences--in theory and in practice. In line with this, we might talk about the riots in Minneapolis during Summer 2020, the occupation of the Toronto office of Indigenous and Northern Affairs Canada, and other moments in recent history when Black and Indigenous resistance has connected. This course will utilize academic reading, readings from activists, podcasts, fiction, and more to discuss these ideas.

Required Materials:

King, Tiffany Lethabo. *The Black Shoals: Offshore Formations of Black and Native Studies* Durham: Duke University Press, 2019.

Rifkin, Mark. *Fictions of Land and Flesh: Blackness, Indigeneity, Speculation* Durham: Duke University Press, 2019.

Recommended Materials:

Edwards, Erica R, Roderick A Ferguson, and Jeffrey Ogbonna Green Ogbar. *Keywords for African American Studies*. New York: New York University Press, 2018.

Teves, Stephanie N, Andrea Smith, and Michelle H. Raheja. *Native Studies Keywords*. Tucson: University of Arizona Press, 2015.

Seminar Learning Objectives:

- You will become more familiar with the stakes for Black and Indigenous communities in the United States and Canada with regard to policing, environmental justice, and the economy.
- You will practice what Stuart Hall calls conjunctural analysis, considering multiple factors (e.g. historical, political, economic, cultural) that contribute to why a situation is the way it is. This is just one example of relational analysis you will practice.
- You will have multiple opportunities to not only practice writing and talk about the content of the course but also to learn skills and grow as a student.

Course Format and Requirements:

You can expect to complete approximately 9 hours of work per week.

~3 hrs in class

~6 hrs reading, writing, watching outside of class

Required Assignments:

- Weekly reading responses - Each week you will respond to a question/prompt related to the reading. This short response will be due every Friday.
- Skills Assignments - Every other week you will complete a skills assignment that will help you complete the larger tasks for the course.
- Short Papers - You will complete two short papers. The first paper will be a discovery paper where you will explore a topic related to the themes of the course and come up with a list of questions. In the second paper, you will put three texts from the syllabus in conversation.
- Final Essay - In the final essay, you will build on your discovery paper and write a research paper that explores one or more of the questions you came up with.

Student Evaluation

Your grade will be based on the following:

20%	Complete weekly reading/viewing responses
15%	Complete bi-weekly skills assignments.
10%	Actively attend and participate in seminar discussions.
25%	Complete Short Papers (3-4 pages)
30%	Complete Final Essay (5-7 pages)

Assignments are not limited to the list above.

Final grades are based on the following:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-

COURSE POLICIES

Late Policy:

I do not accept late papers.

For the weekly assignments, you have access to two “Oops Cards.” If you miss a deadline for a weekly assignment, you can still turn it in within 48 hours. To use an Oops Card, submit the assignment regularly and then paste the following message in the comments on Canvas:

Dear Professor Wade,

Oops.

Signed,

[Your Name]

Once you have used up your oops cards, there are no opportunities to turn in the weekly assignments late.

Attendance Policy:

While I will take attendance each class for my own records, attendance is not mandatory. However, you are still responsible for the information provided in class, and it will be very difficult to pass this class if you do not regularly attend.

Academic Integrity:

I expect to hear your thoughts in your words on all assignments for this course. If you copy and paste language from a website, you *must* put it in quotation marks and cite it. You plagiarize any time you take the ideas of another person without giving them credit. Plagiarism usually looks one of two ways: 1) Taking any amount of an outside source (paragraph, sentence, phrase) and using it without a citation. 2) Having another person write all or part of your paper or editing your paper to the point that it is no longer your work. I take plagiarism very seriously. If you are caught plagiarizing, you will receive a zero for that assignment and may face disciplinary action.

Technology

All assignments should be typed and uploaded to Canvas. If you will not have regular access to a computer, word processing software, or Internet throughout the semester, please reach out. While laptops are permitted in class, distracting your peers is not. If you choose to bring a laptop, you must remain on task.

Your Learning Needs

I am committed to helping you be successful in this course. For disability (visible/invisible, physical/psychological/cognitive, etc.) and learning-related needs, please communicate with me during the first week of class in person or via email. But, of course, our bodies and circumstances are constantly changing. If things come up later in the semester, let me know as early as possible. You do

not need to share your personal/medical information; we just need to have a conversation about what accommodations you need to be a full participant in the course.

Email

I will do my best to respond to emails within 24-36 hours during the week. I do not respond to emails on the weekends, but if you need to get in touch with me with an urgent matter, put URGENT in the subject line.

A Note on Course Content

In this class, we will read and discuss issues and ideas that can spark intense reactions. I encourage lively debate, and I expect that the classroom will always be a respectful place. Keep in mind that everyone is coming into this class with a wide range of different experiences and different levels of prior engagement with the ideas of this course. If you are uncomfortable with discussing material that is controversial or that you disagree with to the point that it would interfere with your ability to do well in the course, you should consider taking another course.

SEMINAR SCHEDULE

Note: This seminar calendar is subject to revisions and sudden changes depending on internal and external factors. I will always notify you via email or Canvas Announcement of changes to the schedule.

	DAY	DATE	TOPICS
WEEK 1	T		Course Overview and Introductions
	R		Read: “What We Believe” statement by Black Lives Matter Global Network Read: Idle No More Manifesto
	F		Weekly Assignment: Fill out Student Introduction Survey
UNIT 1: ABOLITION			
WEEK 2	T		Read: Are Prisons Obsolete? Chapters 1 and 2
	R		Listen: Ruth Wilson Gilmore Makes a Case for Abolition https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/ Read: “Punitive, Restorative & Transformative Justice: The basics” by Aorta Collective
	F		Write: Weekly Reading Response Write: Skills Assignment: SMART goals
	Recommended: The Abolitionist Futures reading list https://abolitionistfutures.com/reading-lists		
WEEK 3	T		Read: <i>From #BlackLivesMatter to Black Liberation</i> by Keeanga-Yamahtta Taylor, Ch. 1-3
	R		Read: “Building an Abolitionist Trans and Queer Movement with Everything We’ve Got” by Morgan Bassichis, Alexander Lee and Dean Spade Read: <i>Dark Matters</i> by Simone Browne, Introduction
	F		Write: Weekly Reading Response

Recommended: Part 1 of <i>Beyond Survival: Strategies and Stories from the Transformative Justice Movement</i> (Available on reserve in the library)			
UNIT 2: DECOLONIZATION			
WEEK 4	T		Read: “Decolonization is Not a Metaphor” by Tuck and Yang
	R		Read: “Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations” by Corey Snelgrove, Rita Dhamoon, Jeff Corntassel (Cherokee)
	F		Write: Weekly Reading Response Write: Skills Assignment: Active Reading Strategies
	Recommended: The Standing Rock Syllabus https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/		
UNIT 3: RELATIONALITY			
WEEK 5	T		Read: “Fighting for Our Lives: #NoDAPL in Historical Context.” <i>The Red Nation</i> by Nick Estes (Lower Brule Sioux) https://therednation.org/2016/09/18/fighting-for-our-lives-nodapl-in-context/ Read: “#IdleNoMore in Historical Context” by Glen Coulthard (Yellowknives Dene)
	R		Read: Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination by Jeff Corntassel (Cherokee) Read: “Dancing the World into Being: A Conversation with Idle No More’s Leanne Simpson” by Naomi Klein
	F		Write: Weekly Reading Response
	Recommended: <i>The Winter We Danced</i> edited by The Kino-nda-niimi Collective		
UNIT 3: RELATIONALITY			
WEEK 6	T		Read: <i>The Black Shoals</i> , Introduction and Chapter 1
	R		Read: <i>Fictions of Land and Flesh</i> Introduction and Chapter 1
	F		Write: Weekly Reading Response Write: Skills Assignment - “Both and” Venn Diagram assignment

WEEK 7	T		Listen: The Henceforward Episodes 7 and 13 http://www.thehenceforward.com/episodes Read: <i>The Black Shoals</i> , Ch. 1
	R		Read: <i>Until We are Free</i> Ch. 3 Read: “From Flint to Standing Rock: The Aligned Struggles of Black and Indigenous People” by Kyle T. Mays https://culanth.org/fieldsights/from-flint-to-standing-rock-the-aligned-struggles-of-black-and-indigenous-people
	F		Write: Weekly Reading Response
UNIT 4: CONVERSATIONS			
WEEK 8	T		Listen: The Henceforward Episode 19
	R		Read: “For Our Nations to Live, Capitalism Must Die” by Glen Coulthard https://unsettlingamerica.wordpress.com/2013/11/05/for-our-nations-to-live-capitalism-must-die/ Read: “What Did Cedric Robinson Mean by Racial Capitalism?” http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism
	F		Discovery Paper Due
UNIT 4: CONVERSATIONS			
WEEK 9	T		Read: “Racial Comparativism Reconsidered” by Antonio T. Tiongson Jr. and Danika Medak-Saltzman
	R		Read: “Being or Nothingness: Indigeneity, Antirackness, and Settler Colonial Critique” by Iko Day
	F		Write: Weekly Reading Response
UNIT 4: CONVERSATIONS			
WEEK 10	T		Read: <i>Strange Affinities</i> by Roderick Ferguson and Grace Hong, Introduction
	R		Read: “The Intimacies of Four Continents” by Lisa Lowe
	F		Write: Weekly Reading Response Write: Skills Assignment - Relationality Graphic Organizer

WEEK 11	T		Watch: <i>The Black Panthers Vanguard of the Revolution</i>
	R		Read: <i>Agents of Repression: The FBI's Secret Wars Against the Black Panther Party and the American Indian Movement</i> , Introduction, Ch. 2
	F		Write: Weekly Reading Response
WEEK 12	T		Watch: <i>Warrior Women</i>
	R		Read: <i>Agents of Repression: The FBI's Secret Wars Against the Black Panther Party and the American Indian Movement</i> , Ch. 3 and 4
	F		Conversation Paper Due
WEEK 13	T		Read: <i>Fictions of Land and Flesh</i> by Mark Rifkin, Chapter 3
	R		Read: "An Indigenous View on #BlackLivesMatter" by Leanne Simpson Read: <i>Until We are Free</i> Ch. 5
	F		Write: Weekly Reading Response Write: Skills Assignment - What Kind of Writer Are You?
WEEK 14	T		Read: "Indigenous Peoples and Black People in Canada: Settlers or Allies?" by Zainab Amadahy and Bonita Lawrence
	R		Read: "Beyond Incommensurability: Toward an Otherwise Stance on Black and Indigenous Relationality" by Tiffany Lethabo King, Jenell Navarro, and Andrea Smith
	F		Write: Weekly Reading Response Write: Skills Assignment - Submit Plan for Final Paper
WEEK 15	T		Read: "Evidence" by Alexis Pauline Gumbs
	R		Read: "Welcome to Your Authentic Indian Experience" by Rebecca Roanhorse
	F		Write: Weekly Reading Response



Final Paper Due (**date TBA**)