

Starr King School for the Ministry
[Spring 2020] Course Syllabus
Course # - FTCE 1200

Indigenous Bodies; their Power, and Acts of Liberation

Part 1: Course Information

- Instructor: dragon (André Little)
- Classroom: Fireside Room
- Office Hours: Mondays 6:10-9pm online: alittle@sksm.edu
- Office Telephone: (510) 692-3251
- E-mail: alittle@sksm.edu
- Course Description:

This course is an in-depth embodied, somatic, theatrical, spect-act-ric, trauma-informed, as well as academic, and Praxis experiential/experimental journey into and through the history, present, and potential future for a global majority that is yet a globally marginalized population; struggling to maintain dignity, identity and cultural traditions within the context of the growth and expansion of modernity.

Prerequisite/Corequisites

- Open to all M.A./M.A.S.C./MDIV candidates

Textbook & Course Materials

- Required Text(s)/Readings:

Indigenous Bodies Reviewing, Relocating, Reclaiming Jacqueline Fear-Segal - Editor Rebecca Tillett - Editor Price: \$28.95 Paperback - 245 pages Release Date: July 2014 ISBN10: N/A ISBN13: 978-1-4384-4820-6 Available Here:

<http://www.sunypress.edu/p-5807-indigenous-bodies.aspx>

Games for Actors and Non-Actors Augusto Boal First published 1992 by Routledge

ISBN 0-415-26708-0 (pbk) This edition published in the Taylor and Francis e-Library, 2005.

<https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf>

Course Requirements

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Moodle
- Access to GTU library resources, as I may add other materials if need be.

Course Structure

This is a hybrid lecture and life lab course. All course activities and resources can be found through Moodle (although I prefer email and even texting over Moodle) and through in-class participation. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Moodle discussion forums, email, journaling, blogging, etc. All of the learning activities will be completed on your own time at your own pace so long as they are completed by the dates and times shown in the course schedule.

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check through direct attendance, email and the Moodle site for corrections or updates to the syllabus. Any changes will be clearly noted in course announcements.
Moodle Access & Technical Assistance

Visit the GTU Moodle portal to access this course online. You will need access to the Internet and a supported Web browser (Chrome, Firefox, and Safari are recommended). Visit <https://moodle.gtu.edu/mod/page/view.php?id=174134> ...for information about accessing Moodle, tips to help you get started, and information about how to get support.

Part 2: Student Learning Outcomes & Objectives

Student Learning Outcomes

- Articulate a personal vision of religious leadership and ministerial vocation that educates to counter oppressions in the lives of Indigenous Peoples locally and globally
- Cultivate peer support for Indigenous religious leaders
- Reflect on their religious leadership and Indigenous activism in prayer/meditation dialogue, and actions
- Apply methods of theological reflection to real life congregational, community, and global participation in issues related to social change for Indigenous Peoples
- Establish an ethical commitment to support Indigenous Peoples; their leadership religious professionals and community change agents;
- Integrate in class and in Praxis experience as well as bodies of knowledge from the texts into their vocational development and professional lives

General Education Outcome(s)

- To educate and learn about educating to counter oppressions in a personal way, in our daily lives, in spiritual practices, in Praxis, and through out the global community.

Course Objectives

- To help the western academically informed mind cultivate a thoroughly informed, deconstructed and decolonised analysis of all races, religions, borders, sexual orientation, and gendered norms
- To stretch, expand, re-structure, and supplant Western European informed definitions of life, liberty, meaning, culture, religion, and purpose by global majority populations
- To examine ancient wisdom applicable to the known challenges of modernity
- To find means of supporting and expanding Indigenous Liberation Movements throughout the local and global world

You will meet the outcomes listed above through a combination of the following activities in this course:

Course Expectations

The course is designed as an interdisciplinary seminar and laboratory for theological reflection.

1.Seminar Attendance: Each student is expected to come to each course meeting on time and ready to begin at 6:10pm on Mondays. If you are sick or have to miss class, please send the instructor an e-mail prior to the session. If you miss a session, it is your responsibility to review what has been missed and stay up-to-date. If you miss more than three (3) sessions, I suggest you withdraw from the course.

Repeated lateness will negatively impact your evaluation in the course. Each student is responsible for the effectiveness and reliability of the internet connection and technology tools that they use to access Moodle in a non-disruptive way. Test, troubleshoot, and keep disruptions to the session to a minimum.

Bring to Sessions: Your laptop or tablet, assigned texts, as well as any assignments, reading notes, etc.

2. Reading, Sourcing, and Note-taking: Each student is expected to read all required reading in full, and come to the sessions prepared to discuss the assigned texts that are indicated in each session of the course schedule or by the instructor. Good notes will help you reflect, evaluate, and apply what you have read and discussed. This course will engage these issues with the goal of theological reflection, intellectual depth, and vocational discernment in a dialogue among scholars and leaders. In service of this goal, students will be asked to contribute sources to a multi-religious compendium of theological wisdom posted on Moodle and/or via email; students are encouraged to bring and add resources that seem fitting as the course flows. From this, a compendium I created that becomes the central sacred resource of text and multimedia for the course, providing multi-religious wisdom for the groups' theological reflection process during semester and beyond. At anytime throughout the semester students are encouraged to add to the compendium. See 4. for more description of the compendium.

3. Participation: Student involvement and leadership in course discussions (both live and online) are essential to the success of the seminar.

- a. In-Class discussion: The live seminar will be teacher/student-directed and rely on the attendance and engagement of all students. Plan to move around, appropriately touch, speak, act, bear witness, ground, and carefully react, as we will be utilizing "Spect-Actrical" somatic activist technology; as in "Theatre of the Oppressed." For distance and hybrid learners we will present the option of story-body exchanges in which a story is told on one end of the communication and physically posed or acted out on another end, in partners or in groups over Zoom or through email.
- b. Theological Reflections: Beginning Week one, students will identify a personal experience/reflection from the topics or ideas mentioned. It should be as concrete and specific as possible. Although it may be expressed through poetry, or some other transformative creative form, if preferred. Just as long as it is introduced in some form of descriptive writing, audio, or video format. Reflections are due by 6pm on the Friday following the class session Monday. It should be posted in the appropriate discussion forum labeled for each week so that other students in cohort groups will also have read, heard, or viewed the student journal entry in time to respond before the next class session.

C. Moodle Discussion: Periodically, students will be asked to read and discuss a small section of the course readings from the week. Deadlines for postings and replies to peers will be generous and flexible to the student's fieldwork schedule.

4. Leadership Project/ Indigenous Wisdom Compendium:

Beginning in Week 3 each student, or a group will lead the group in an Indigenous Wisdom reflection, in order to correlate wisdom with the experience in service of identifying new truths for Indigenous leadership.

During the class session, the student leader will introduce the Indigenous Liberation/Faith Rite/Ritual/Life experience, propose the wisdom principle within and respond briefly to any questions. After identifying the "heart of the matter" as a group, the leader will guide the group in identifying new truths for religious/social justice leaders. This process will be discussed in detail in class community and agreed upon by week two.

After the session, the leader will post a summary of the discussion, especially the final statements by Sunday at 11pm. The final paragraph of the summary should comment on the process. What was this

process like for you? Did anything stand out in the seminar that stayed with you through the following day? Did something stir feelings of gratitude, inspiration, challenge, or further curiosity? Are those feelings themselves changing, challenging your faith, belief, & or worldview? What actions might be taken in reality in the future?

5. Written Assignments: Each student is required to complete all assignments prior to the assigned deadline and according to the guidelines provided. Unless otherwise stated, all written assignments must be in 12-point font, double-spaced, include 1" margins, and adhere to assigned page limits. Grammar, spelling, clarity, and organization are important to the quality of your writing.

Part 3: Topic Outline/Schedule

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Topic Outline/General Calendar

https://docs.google.com/spreadsheets/d/16ZnRvbQw76-BcqheKMAjyhTg_Jio42yCdE6b_srcwp5M

General Schedule/Flow of class

- Setting the circle/Community Check in
- Embodiment/Somatic Icebreakers
- Announcements/Housekeeping
- Topic discussion
- Break
- Movement Exercise ?
- Reflection
- Homework
- Closing the circle

Part 4: Grading Policy

Graded Course Activities

Visit the Assignments link in Moodle for details about each assignment listed below.

Points Description

25 Reflections

75 Participation & Project

100 Total Points Possible

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make up assignments or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Moodle

Points you receive for graded activities will be posted to the Moodle Grade Book.

*This course will be graded by PASS/FAIL/INCOMPLETE standards of SKSM, unless otherwise requested, by the student.

Part 5: Course Policies

Participation

Students are expected to participate in all in class and online activities as listed on the course calendar. I will be using Moodle tracking tool, discussions, chat sessions, and group work, to monitor their participation in the course.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Moodle and or email unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will lower your grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the SKSM Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned under special extenuating circumstances. All incomplete course assignments must be completed within specified time frames.

Inform Your Instructor of Any Accommodations Needed

If you have a disability and would like to request accommodations, please contact the instructor during the first week of the semester so that your accommodations may be provided in a timely manner. You can find resources here: <https://www.sksm.edu/resources/student-handbook/starr-king-policies/students-with-disabilities-policy/>

SKSM's Academic or Personal Dispute Policy & Procedures

An academic dispute is defined as a dispute in which a student objects to a decision by a course instructor relating to the evaluation of a student's work, and the completion of a student's assignments or fulfillment of academic expectations. Academic disputes can occur in relationship to:
a final written evaluation of a student's work in a course a Pass/fail decision, an Incomplete decision, a decision re: amount of credit to be awarded for a write a decision on a letter-grade for a course (if a letter grade had been requested)

Additional information can be found here: <https://www.sksm.edu/resources/student-handbook/starr-king-policies/academic-or-personal-dispute-policy/>

Supplemental Texts (NO PURCHASE NECESSARY):

Indigenous Bodies, Maya Minds Religion and Modernity in a Transnational K'iche' Community by C. James MacKenzie Paperback Price: \$34.95 Paperback ISBN: 978-1-60732-556-7 Ebook Price: \$27.95 30-day ebook rental price: \$9.99 EISBN: 978-1-60732-394-5

As We Have Always Done Indigenous Freedom through Radical Resistance 24.95
<https://www.upress.umn.edu/book-division/books/as-we-have-always-done>

Masculindians Michigan State University Press; 1 edition (March 1, 2014) 9781611861297 Sam McKegey \$25.12 Amazon <https://www.amazon.com/Masculindians-Conversations-Indigenous-Manhood-American/dp/1611861292>

Red Skin, White Masks Rejecting the Colonial Politics of Recognition 2014 • Author: Glen Sean Coulthard \$22.50 paper ISBN 978-0-8166-7965-2 \$67.50 cloth ISBN 978-0-8166-7964-5 256 pages, 5 1/2 x 8 1/2, August 2014 <https://www.upress.umn.edu/book-division/books/red-skin-white-masks>

X-Marks Native Signatures of Assent 2010 • Author: Scott Richard Lyons \$22.50 paper ISBN 978-0-8166-6677-5 \$67.50 cloth ISBN 978-0-8166-6676-8 240 pages, 5 1/2 x 8 1/2, 2010
<https://www.upress.umn.edu/book-division/books/x-marks>

Part 5: Lecture References: On 2/4; Setting the circle Intro Syllabus *T.O.- What is it? Why use it?
*Juan Diego, Mexico's First Indigenous Saint
<https://faculty.chass.ncsu.edu/slatta/hi216/documents/juandiego.htm>

*Stereotypes of Indigeneity (discussion)

*A descendant of Pocahontas has a lesson for America
<https://www.youtube.com/watch?v=GBJUUIF4K0U>

Matowa: The Real Pocahontas - Powhatan History & Teachings
<https://www.youtube.com/watch?v=lfGZTPlZ2I0>

The Real Native History of Pocahontas - From a Native Journalist
https://www.youtube.com/watch?v=laO3waqN_Y8

Indian-Ed.Org » Indigenous Historical Conceptual Framework <http://www.indian-ed.org/framework/>
Pre Columbian Americas | World History | Khan Academy
<https://www.youtube.com/watch?v=o2XjXFvruIM>

First Americans were Black Aborigines <https://www.youtube.com/watch?v=r6lrMjfbh6E>

Native American societies before contact | Period 1: 1491-1607 | AP US History | Khan Academy
<https://www.youtube.com/watch?v=Ht0FW7RwRmc>

What Were Africans Doing In 1492? <https://www.youtube.com/watch?v=oCgMiSKxPHM>

*Birth of a White Nation: The Invention of White People and Its Relevance Today Jacqueline Battalora Strategic Book Publishing, 2013 - Law - 154 pages

<http://www.booksamillion.com/product/9781622127221>

Birth of a White Nation: The Invention of White People and Its Relevance Today with author Jacqueline Battalora Speaking of Racism <https://podcasts.apple.com/za/podcast/birth-white-nation-invention-white-people-i>

[ts-relevance/id1448794346?i=1000434377903](https://podcasts.apple.com/za/podcast/birth-white-nation-invention-white-people-i)

*Article: How 'white people' were invented by a playwright in 1613 Ed Simon Edited by Sam Dresser

<https://aeon.co/ideas/how-white-people-were-invented-by-a-playwright-in-1613>

*Audio: The Invention of Race By WRVO Public Media • Nov 15, 2017

<http://www.wrvo.org/post/invention-race>

*Racial Reorganization and the United States Census 1850-1930: Mulattoes, Half-Breeds, Mixed Parentage, Hindoos, and the Mexican Race Hochschild JL, Powell BM. Studies in American Political Development. 2008;22 (1) :59-96. <https://scholar.harvard.edu/jlhochschild/publications/racial-reorganization-and-united-states-census-1850-1930-mulattoes-half-br>

*6 Shocking Facts About Slavery, Natives and African Americans

<https://newsmaven.io/indiancountrytoday/archive/6-shocking-facts-about-slavery-natives-and-african-americans-PkOF3ZFS40W2p5vdcJzcpA/>

Karankawa Indians Preserved the Island We Call Home

<https://www.galveston.com/blog/185/karankawa-indians-preserved-the-island-we-call-home/>

Juneteenth: Galveston Texas Indian Territory

<http://internationalindigenoussociety.com/juneteenth-galveston-texas-indian-territory/>

2004 Assessing the identity of Black Indians in Louisiana: a quantitative and qualitative analysis Francis J. Powell Louisiana State University and Agricultural and Mechanical College, renfran@centurytel.net <https://pdfs.semanticscholar.org/ba7c/66d5a80a3d05e225ec2e1babd196472a2354.pdf>

The Use of the Terms "Negro" and "Black" to Include Persons of Native American Ancestry in "Anglo" North America Jack D. Forbes

<https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1261&context=ees>

An African Native American Story <https://www.youtube.com/watch?v=RHrgHJO9dJs>

A Conversation With Native Americans on Race | Op-Docs

<https://www.youtube.com/watch?v=siMal6QVbIE>

Native American: Hard to say I trust government <https://www.youtube.com/watch?v=QDJXsAinvM4>

Hopi Origin Story | Native America | Sacred Stories | PBS
<https://www.youtube.com/watch?v=D53yGnJwjT0>

Indigenous Native American Prophecy <https://www.youtube.com/watch?v=-XagZt80bTs>

The "Indian Problem" <https://www.youtube.com/watch?v=if-BOZgWZPE>

Why Treaties Matter | NPR <https://www.youtube.com/watch?v=bexvE4lZRG0>

Reclaiming Native Truth Call to Action <https://www.youtube.com/watch?v=Nv-ZIX5Au1s>

Vantage Point - "Take a Picture with a Real Indian" (James Luna performance)
<https://www.youtube.com/watch?v=dAa69BVwPYg>

Our Spirits Don't Speak English: Indian Boarding School
<https://www.youtube.com/watch?v=qDshQTBh5d4>

Unseen Tears: The Native American Boarding School Experience in Western New York Part 1
<https://www.youtube.com/watch?v=ioAzggmes8c>

History of Indian Boarding Schools https://www.youtube.com/watch?v=iCK_3NDEodg

Too White to Be Black Too Black to be White
<https://www.youtube.com/watch?v=2tfVpHYyDcY>

Black Indigenous POC Project <https://www.thebipocproject.org/>

American Indians Are Not "People of Color" <http://www.ascd.org/ascd-express/vol6/615-newvoices.aspx>

White Rage: The Unspoken Truth of Our Nation's Divide
<https://www.youtube.com/watch?v=YBYUET24K1c>

The Anti-Racism Experiment That Transformed an Oprah Show Audience | Where Are They Now | OWN
<https://www.youtube.com/watch?v=5NHeFgaVWs8>

Killing Rage: Ending Racism by bell hooks Paperback, 288 pages Published October 15th 1996 by Holt Paperbacks (first published 1995) Original Title killing rage: Ending Racism ISBN 0805050272 (ISBN13: 9780805050271) Edition Language English

Nigger: The Strange Career of a Troublesome Word (Paperback) ISBN: 9780375713712 ISBN-10: 0375713719 Publisher: Vintage Publication Date: January 14th, 2003 Pages: 208

Is God a White Racist? By Carolyn R. Brown 2008 <http://huumanists.org/publications/journal/god-white-racist>

Is God A White Racist? A Preamble to Black Theology

Author: William R. Jones ISBN: 978-080701033-4 Publication Date: 11/30/1997 Pages: 272 Size: x 8 Inches (US) Price: \$30.00 <http://www.beacon.org/Is-God-A-White-Racist-P168.aspx>

Starbucks, Racism, and the Anthropological Imagination Diversity in the Workplace Luzilda Carrillo Arciniega May 24, 2018 <http://www.anthropology-news.org/index.php/2018/05/24/starbucks-racism-and-the-anthropological-imagination/>

The Editors' Note: Race, Racism, and Protesting Anthropology Jason Antrosio & Sallie Han <http://www.americananthro.org/StayInformed/OAArticleDetail.aspx?ItemNumber=13103>

Complexities of indigeneity and autochthony: An African example MICHAELA PELICAN University of Zurich <http://graduateinstitute.ch/files/live/sites/iheid/files/sites/mia/shared/mia/cours/IA010/pelican%202009.pdf>

Red October: Left Indigenous Struggles in Modern Bolivia By Jeffery R. Webber Paperback, 376 pages ISBN: 9781608462582 November 2012 Haymarket Books · 376 pages · \$50.00

Gender and Discovery Preferred Citation: Zamora, Margarita. Reading Columbus. Berkeley: University of California Press, c1993 1993. <http://ark.cdlib.org/ark:/13030/ft009nb0cv/> <https://publishing.cdlib.org/ucpressebooks/view?docId=ft009nb0cv;chunk.id=d0e3941;doc.view=print>

Theater of the Oppressed as a Rhizome Acting for the Rights of Indigenous Peoples Today by Mariana Leal Ferreira and Dominique Devine

<http://hrlibrary.umn.edu/edumat/hreduseries/TB7/Theater%20of%20the%20Oppressed%20as%20a%20Rhizome%20-%20LAP%202012.pdf>
<https://marxedproject.org/events/category/classes-and-programs/>

rhizome https://www.google.com/search?q=rhizome&rlz=1CAEYPX_enUS871&oq=rhizome&aqs=chrome..69i57.5033j0j1&sourceid=chrome&ie=UTF-8

Linds, W. (1998). Theatre of the Oppressed: Developing a Pedagogy of Solidarity?. Theatre Research in Canada / Recherches théâtrales Au Canada, 19(2). Retrieved from: <https://journals.lib.unb.ca/index.php/TRIC/article/view/7110/8169>

United Nations Declaration on the Rights of Indigenous Peoples https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

AMERICAN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES <https://www.narf.org/wordpress/wp-content/uploads/2015/09/2016oas-declaration-indigenous-people.pdf>

Borderlands E-Journal http://www.borderlands.net.au/vol7no2_2008/ganter_turning.htm Turning Aboriginal—Historical Bents Regina Ganter http://www.borderlands.net.au/vol7no2_2008/ganter_turning.pdf

INDIGENOUS IDENTITY AT THE MARGIN: ZAPATISMO AND NATIONALISM March 1994 <https://www.culturalsurvival.org/publications/cultural-survival-quarterly/indigenous-identity-margin-zapatismo-and-nationalism>

A Spark of Hope: The Ongoing Lessons of the Zapatista Revolution 25 Years On (+articles links within) <https://nacla.org/news/2019/01/18/spark-hope-ongoing-lessons-zapatista-revolution-25-years>

<https://www.thenation.com/article/zapatista-chiapas-caracoles/>

Language and Ethnicity among the K'ichee' Maya <https://uofupress.lib.utah.edu/language-and-ethnicity-among-the-kichee-maya/>

RHYMING FOR MY ANCESTORS: TZ'UTU KAN

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/rhyming-my-ancestors-tzutu-kan>

Shelly Johnson Perpetrating Sexual Violence on Indigenous Bodies - EVA BC 2018 Keynote:

<https://youtu.be/CLahMtRJ5-s>

Canada's missing and murdered Indigenous women | AJ+

<https://www.youtube.com/watch?v=6DLZgG15c-o>

Finding Cleo: How a CBC podcast solved the mystery of a missing Indigenous girl

<https://www.youtube.com/watch?v=neprXCg0kig>

Frantz Fanon and Colonialism: A Psychology of Oppression Blake T. Hilton University of Central Oklahoma https://www.psyencelab.com/uploads/5/4/6/5/54658091/frantz_fanon_and_colonialism.pdf

Hyper masculinity in Maori culture From MASCULINIANS

Indian Slavery: An Unspoken History <https://www.youtube.com/watch?v=VZ8A52AC2LI>

"Walk a Mile in My Redface: On Ending the Colonial in Schools, Sports Culture, Mass Media and Civic Life." <https://www.youtube.com/watch?v=jbTIFUnSFeQ&app=desktop>

Kieth McCains Dementia <https://m.youtube.com/watch?v=8HsXEpfNZuc>

Boy Scouts 'have been one of the worst culprits' of cultural appropriation

<https://newsmaven.io/indiancountrytoday/news/boy-scouts-have-been-one-of-the-worst-culprits-of-cultural-appropriation-Cf-Moaug90Knza6-Oz9A9A/>

'A safe place' at Pine Ridge

<https://newsmaven.io/indiancountrytoday/news/a-safe-place-at-pine-ridge-tHw-Lp CegUKauBeoKE-sqw/>

Emergent Masculinities in the Pacific edited by Aletta Biersack, Martha Macintyre

https://books.google.com/books/about/Emergent_Masculinities_in_the_Pacific.html?id=2HdyDwAAQBAJ&printsec=frontcover&source=kp_read_button#v=onepage&q&f=false

Samoa and American Football <https://www.youtube.com/watch?v=A69Z8fCpuAI>

Family of Junior Seau Settles Case Against N.F.L.

<https://www.nytimes.com/2018/10/05/sports/junior-seau-suit-nfl.html>

Part 6: Other Material/resources:

*The Death and Life of Liberation Theology

Gregory Leffel 23 October 2017 <https://www.opendemocracy.net/transformation/gregory-leffel/death-and-afterlife-of-liberation-theology>

*Liberation Theology and Indigenous Religion Uploaded by amygraceleary

<https://www.scribd.com/document/49281793/Liberation-Theology-and-Indigenous-Religion>

*Liberation Theologies in America

Craig L. Nesson

<http://religion.oxfordre.com/view/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-493>

*Liberation Theology and Indigenous People Wati Longchar

https://link.springer.com/chapter/10.1057/9781137311825_13

*James Treat MA Thesis on Native American And Liberation Theology

<https://jamestreat.files.wordpress.com/2012/10/tchapter3.pdf>

Shamans of Siberia - Shelf Life 360 <https://www.youtube.com/watch?v=rInUt3rJ3AE>

The last shamans in Ukraine | DW Documentary <https://www.youtube.com/watch?v=iD19iHw-9xA>

Tuva: Shamans and Spirits presented by The Foundation for Shamanic Studies

<https://www.youtube.com/watch?v=nFmpWmgHLB4>

Shamanism and buddhism in Buryatia part 1 <https://www.youtube.com/watch?v=Xk-VnJ58iNA>

Shamanism as a Spiritual Path <https://www.youtube.com/watch?v=KnDmKRcxBSI>

Malidoma Patrice Somé: African Ritual & Initiation -- Thinking Allowed DVD w/ Jeffrey

Mishlove <https://www.youtube.com/watch?v=KXOaBA7ntQ8>

In traditional South African healing, the physical, spiri...<https://www.youtube.com/watch?v=q7bVlqeM-g8>

Recommended Texts & Other Readings:

*Here Are The Cities That Celebrate Indigenous Peoples' Day Instead of Columbus Day By Jennifer Calfas

Updated: October 9, 2017 3:05 PM ET | Originally published: October 8, 2017

<http://time.com/4968067/indigenous-peoples-day-columbus-day-cities/>

*Beyond Borders: Thinking Critically About Global Issues Paula S. Rothenberg Macmillan, Aug 4, 2005 -

Social Science - 618 pages https://books.google.com/books?id=ZOzEf4zgg_YC&sitesec=buy&source=gbs_atb

*Representing African Music: Postcolonial Notes, Queries, Positions

By Kofi Agawu Edition 1st Edition First Published 16 May 2003 eBook Published 23 April 2014 Pub.

location New York Imprint Routledge Pages 288 pages eBook ISBN 9781317794066 Subjects Arts

<https://www.taylorfrancis.com/books/9781317794066>

*The Post-Colonial Virtue of Aboriginal Art

Eric Venbrux Zeitschrift für Ethnologie Bd. 127, H. 2 (2002), pp. 223-240 Published by: Dietrich Reimer Verlag GmbH <https://www.jstor.org/stable/25842867> Page Count: 18

*Postcolonial Profiling of Indigenous Populations

Limitations and Responses in Australia and New Zealand <https://journals.openedition.org/eps/4812>

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*The International Indian Treaty Council (IITC) is an organization of Indigenous Peoples from North, Central, South America, the Caribbean and the Pacific working for the Sovereignty and Self Determination of Indigenous Peoples and the recognition and protection of Indigenous Rights, Treaties, Traditional Cultures and Sacred Lands. <https://www.iitc.org/about-iitc/>

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