



**INTERNATIONAL INDIGENOUS STUDIES PROGRAM  
DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS**

**INDG 399.3 Lecture 01**

**Topics in International Indigenous Studies: Indigenous Peoples of Latin America  
Spring 2021**

**INSTRUCTOR:** Dr. Alberto Montoya Correa Palacios Junior

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**OFFICE HOURS:** Mondays 3:00pm-4:00pm and Wednesdays 3:00pm-4:00pm (Zoom or email).

**COURSE DAY/TIME:** Mondays 12:00 pm-2:45 pm and Wednesdays 12:00 pm-2:45 pm

**DELIVERY METHOD:** Synchronous Web-Based (Zoom meetings during class time)

**COURSE PRE-REQUISITES:** None

**TUTORIAL/SEMINAR:** Wednesdays (June 2<sup>nd</sup>, 9<sup>th</sup>): 12:00 pm – 2:45 pm

**TEACHING ASSISTANTS:** N/A

**COURSE DESCRIPTION**

This course focuses on Indigenous peoples in Latin America from an interdisciplinary International Relations (IR) perspective. Although mainstream theories considered IR as the "science of interstate relations," newer approaches invite us to rethink this assumption. Indeed, a constructive dialogue between Indigenous Studies and IR offers an excellent opportunity to understand how societies from different cultures interact beyond the restrictive state-centric views. The main goal is to provide students with IR concepts and Indigenous Studies sources to address major themes in the region: (1) the Portuguese and Spanish colonial experiences and the state/nation-building projects in Latin America, (2) warfare in Indigenous intertribal systems, and (3) the role of international regimes in promoting Indigenous rights.

The first theme is relevant in historical and contemporary perspectives; it will help students identify "kinds" of states and citizenships available to Latin American Indigenous peoples. On the second theme, we will emphasize **South American** societies from **Tupi-Guarani**, **Macro-Jê** and **Yanomami** cultures, located in **Brazil**. Ethnocentric standpoints have considered their cultures less developed than those from Incas, Aztec, or Mayan peoples. Behind these misleading labels and hierarchies lies an array of intertribal relations deserving further examination. Notably, their forms of warfare challenge IR concepts to analyze the phenomenon. We focus on warfare because it is an important activity in these cultures. For example, the name and word *Guarani*, in the Tupi-

Guarani language, means warrior/warfare. Finally, the third theme highlights current transnational issues. The geopolitical context of the Tupi-Guarani - spread across nine South American countries - or the Yanomami - living in the border region between Brazil and Venezuela – demonstrates the uneven development of their citizenships. This situation exemplifies the need for international cooperation. The International Labor Organization (C-169), the United Nations (UNDRIP) and the Organization of American States (IACHR-OAS), offer a multilateral environment where American countries can bring about joint actions. In this regard, international regimes' theories and concepts will help students analyze these institutions' role in promoting Indigenous rights in the region.

### **COURSE OBJECTIVES, LEARNING OUTCOMES, PROCESSES**

The objectives of this course are to:

1. *Introduce* students to International Relations concepts to *rethink* the Iberian colonial experience and state-building process in Latin America.
2. *Explain* and *discuss* the intertribal systems in South America, particularly the cultural forms of warfare from the **Tupi-Guarani**, **Macro-Jê** and **Yanomami** peoples from **Brazil**, which challenge many IR conceptions.
3. *Summarize* the role of international regimes in promoting Indigenous rights in the region.

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

- *Identify* the significant traits of Latin American colonial history.
- *Explain* and *relate* the impacts of the Brazilian state and nation-building projects towards Indigenous Rights in the country.
- *Apply* and *test* core IR and Anthropology of War concepts in *classifying* and *examining* structures and dynamics of warfare in the three Indigenous cultures addressed.
- *Frame* the role of international organizations in promoting Indigenous rights and *sketch* an *evaluation* of its effectiveness by *applying* international regimes' concepts.

Classes will start with a 45-minute lecture plus 15 minutes of questions and debates on the presented topics. After the lecture, students will join debates and assignment groups.

### **TEXTS AND READINGS**

There are no textbooks in this course. For every class, a selection of works and further suggestions will be provided. In general, texts will be book chapters or academic papers available online. In-class debates, course assignments, and exams will focus on English texts available through D2L and our library websites. An emphasis will be on leading South American scholars. However, where literature is available in Portuguese or Spanish only, the lectures will summarize these sources to students, allowing us to draw on broader material from the region. **Students are at all**

times expected to be current in the English language readings assigned.

Regarding international regimes, documents such as position papers, resolutions, or reports will be paramount. Additionally, movies and documentaries will help foster debates about concepts and content addressed in the lectures and readings.

### **ASSIGNMENTS AND EVALUATION**

1. Participation – 15%
2. Mid-term – 15%
3. Seminar Presentation (40%)
  - a. Individual Written Assignment– 20%
  - b. Group Seminar Presentation – 20%
4. Final Essay – 30%

1. **Participation (15%)** in class will be essential to student's practice of argumentative and analytical skills and to keep Zoom classes dynamic and informative. Students are graded on a scale of 1 to 5 per session, with the semester average going toward the total participation grade worth 15%.

#### **0=Absent**

The student is absent from the assigned day and time without explanation. No other arrangements were made for a make-up assignment, and the instructor is unaware of any particular circumstances.

#### **1=No Participation**

The student will earn a score of 1 if he shows up but does not participate in class.

#### **2=Solicited Effort**

The student's participation is done under the instructor's requirement for input. The student's comments are not particularly informative and do not engage with the material.

#### **3=Average Effort**

The student initiates minimal contributions. The comments are sometimes constructive and insightful, attempting to reflect the material.

#### **4= Good Effort**

The student initiates regular engagements and provides thoughtful contributions relevant to the discussion. It demonstrates attentiveness and some knowledge of the material.

#### **5=Excellent Contributor**

The student participates regularly and actively listens to others. The student demonstrates this by building on their peers' remarks and engaging with them directly and respectfully. The contributions are balanced and incorporate concepts and topics from the readings in an analytically sharp and consistent way.

## 2. Midterm examination (15%)

**Due: Friday May 28<sup>th</sup> by 11:59pm to D2L Drop Box**

The midterm exam will be open book, based on lecture content and the conceptual application of topics from assigned readings. Students will choose to answer four (4) questions out of a list, providing responses that range from 300 to 400 words per question.

NB: All submissions must follow standard academic formatting and referencing. Sources must be appropriately cited in Chicago Style, and papers must adhere to the following: 12pt Times New Roman font, double-spaced, page numbers, with a cover page that includes the student's full name, UCID, date of submission, course name and number, and a cumulative word count.

## 3. Seminar Group Presentation and Individual Term Paper

**Paper Due: Monday, June 7<sup>th</sup> by 11:59pm to D2L Drop Box (20%)**

**Seminar: In-class presentations take place on Wednesday June 9<sup>th</sup> (20%)**

Students will participate in a seminar to advance a cohesive group project - of four to five participants - that explores their choosing theme. The requirement is to produce three materials: (1) a 20-minute presentation, (2) and a digital poster or a conventional PowerPoint for the presentation. Within the presentation, each team member will discuss a specific aspect of the larger theme. That aspect will then represent the individual research to be developed as (3) the term paper. The expected length is 3000 to 4000 words, the usual length for research notes, with a minimum of five (6) academic sources. Note that one full class day will be allowed as a workshop, so students will have proper time to discuss and design their seminar before the presentation's day.

Through this exercise, students will sharpen research, writing, critical thinking, and presentation skills while delving into topics not examined in-depth during classes. They will also practice integrating individual work with broader, collaborative efforts of their teammates.

Thematic examples could be (a) *Indigenous arts and aesthetics*, (b) *gender relations*, (c) *social movements and political mobilization*, (d) *environmental protection*, among others.

For example:

If a group wishes to explore a particular Indigenous social movement, one team member might focus on historical contexts, another on a theoretical framework, a third member on the movement's dynamics, and a fourth on its outcome(s). **Students are strongly encouraged to discuss their ideas with the instructor in advance and develop a clear roadmap for both the individual paper and the group presentation.**

NB: All term paper submissions must follow standard academic formatting and referencing. Sources must be appropriately cited in Chicago Style and papers must adhere to the following: 12pt Times New Roman font, double-spaced, page numbers, with a cover page that includes the student's full name, UCID, date of submission, course name and number, and a cumulative word count.

#### 4. Final Essay (30%)

From Wednesday, June 16<sup>th</sup>, 11:59 until Friday, June 18<sup>th</sup> by 11:59pm to D2L Drop Box

The final examination will be an open book, short essay ranging from 2500-3000 words, that relates one of the three main topics covered throughout the course. Students will be expected to apply core concepts in their analyses. The instructor will provide additional information and instructions in the weeks before the final examination.

### COURSE SCHEDULE

<b>Theme 1:</b> IR concepts, State and Nation-building in Latin America	Wednesday, May 5 <sup>th</sup>	Intro: Review of Core Concepts and Level of Analysis in IR
	Monday, May 10 <sup>th</sup>	Latin America and its Colonization: The Iberian Experiences
	Wednesday, May 12 <sup>th</sup>	State and Nation-Building in Latin America: The Brazilian Case
	Monday, May 17 <sup>th</sup>	Indigenous Rights in Brazil: From Enslavement to Obliteration
	Wednesday, May 19 <sup>th</sup>	Expanding IR Horizons: The Anthropology of War and Indigenous Studies <b>Midterm Due Friday May 21<sup>st</sup>, by 11:59pm to D2L Drop Box</b>
	Monday, May 24 <sup>th</sup>	<b>NO CLASS: Victoria Day</b>
<b>Theme 2:</b> Intertribal Systems and Indigenous peoples	Wednesday, May 26 <sup>th</sup>	The Tupi-Guarani Culture(s)
	Monday, May 31 <sup>st</sup>	The Macro-Jê Culture(s)
	Wednesday, June 2 <sup>nd</sup>	[Seminar Preparation Day; In-Class Workshop]
	Monday, June 7 <sup>th</sup>	The Yanomami Culture(s) in Brazil and Venezuela <b>Term Papers Due by 11:59pm to D2L Drop Box</b>
	Wednesday, June 9 <sup>th</sup>	<b>Seminar Day: Group Presentations</b>
<b>Theme 3:</b> International Regimes on Indigenous Rights in Latin America	Monday, June 14 <sup>th</sup>	-The Convention 169 from the International Labor Organization -The United Nations Declaration on the Rights of Indigenous Peoples; -Rapporteurship on the Rights of Indigenous Peoples of the Inter-American Commission on Human Rights (IACHR-OAS)
	Wednesday, June 16 <sup>th</sup>	Course Review; Discussion of Final Exam and Issuance
	Friday, June 18 <sup>th</sup>	<b>Final Essay Due by 11:59pm to D2L Drop Box</b>

## Reading Schedule

### Wednesday, May 5<sup>th</sup> - Intro: Review of Core Concepts and Level of Analysis in IR

- a) Kenneth N. Waltz. "Structural Realism after the Cold War." *International Security* 25.1 (2000): 5-41. <http://ezproxy.lib.ucalgary.ca/login?url=https://www.jstor.org/stable/2626772>
- b) Watson, Adam. *The Evolution of International Society: A Comparative Historical Analysis*. London; New York: Routledge, 1992. Print. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA21547289320004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21547289320004336)
  - Introduction, Scopes and Definitions, Preface (p. 1-23)
  - Chapter 19 "The European Expansion: Overseas and Overland" (p. 214-227)

### Monday, May 10<sup>th</sup> - Latin America and its Colonization: The Iberian Experiences

- a) Seed, Patricia. *American Pentimento: The Invention of Indians and the Pursuit of Riches*. Minneapolis: U of Minnesota, 2001. Print. *Public Worlds*; v. 7. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG\\_ALMA21594554870004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG_ALMA21594554870004336)
  - Introduction (p. 1-11)
  - Chapter 6 "Cannibals: Iberia's Partial Truth" (page 91-112)
  - Chapter 8 "Indians in Portuguese America" (page 135 -150)
  - Chapter 9 "The impact of Independence on Colonial Structures" (p. 151 – 162)
- b) Vilaça, Aparecida. *Native Christians: Modes and Effects of Christianity among Indigenous Peoples of the Americas*. Abingdon: Routledge, 2009. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_proquest\\_ebookcentral\\_EBC5293398](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_ebookcentral_EBC5293398)
  - Chapter 1: Greer, Allan. "Towards a Comparative Study of Jesuit Missions and Indigenous Peoples in Seventeenth-Century Canada and Paraguay" p. 21-32.

### Wednesday, May 12<sup>th</sup> - State and Nation-Building in Latin America: The Brazilian Case

#### Part I: State-building in Latin America

- a) Policzer, Pablo. ed. *The Politics of Violence in Latin America*. U of Calgary, 2019. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_DSPACE1880/110583](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_DSPACE1880/110583)
  - Policzer, Pablo. "Structural vs. Contingent Violence in Latin America" p. 1-16.
- b) Miguel Angel Centeno and Agustin E. Ferraro, eds. *State and Nation Making in Latin America and Spain* (Cambridge University Press, 2013);

- Chapter 1: Centeno and Ferraro, "Republics of the Possible: State Building in Latin America and Spain", p. 3-24 (EBSCOHOST via library).
- c) Catherine Boone, "Territorial Politics and the Reach of the State: Unevenness by Design," *Revista de Ciencia Política* 32:3 (2012), p.623-641; [http://www.scielo.cl/scielo.php?script=sci\\_abstract&pid=S0718-090X2012000300007&lng=es&nrm=iso&tlng=en](http://www.scielo.cl/scielo.php?script=sci_abstract&pid=S0718-090X2012000300007&lng=es&nrm=iso&tlng=en)

### Part II: Nation-building in Brazil

- a) Freyre, G. (1958). Impact of the Portuguese on the American Tropics. *Journal of World History*. 4(3), 582. <http://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/impact-portuguese-on-american-tropics/docview/1298900991/se-2?accountid=9838>
- b) Holanda, Sérgio Buarque de. *Roots of Brazil*. Notre Dame, Ind.: U of Notre Dame, 2012. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA5167714636004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA5167714636004336)
  - Chapter 5 "The Cordial Man" p. 111 - 122
- c) Schwarcz, Lilia Moritz. "A Mestizo and Tropical Country: The Creation of the Official Image of Independent Brazil." *Revista Europea De Estudios Latinoamericanos y Del Caribe / European Review of Latin American and Caribbean Studies*, no. 80, 2006, pp. 25–42. <http://ezproxy.lib.ucalgary.ca/login?url=https://www.jstor.org/stable/25676210>
- d) Nascimento, Elisa Larkin. *The Sorcery of Color Identity, Race, and Gender in Brazil*. Philadelphia: Temple UP, 2007. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=336420>
  - Chapter 2 "Brazil and the making of virtual whiteness" p.42-74

### **Monday, May 17<sup>th</sup> - Indigenous Rights in Brazil: From Enslavement to Obliteration**

- a) Ramos, Alcida Rita. "The Special (or Specious?) Status of Brazilian Indians." *Citizenship Studies* 7.4 (2003): 401-20. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_proquest\\_miscellaneous\\_37809664](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_miscellaneous_37809664)
- b) Carneiro da Cunha, Manuela, and Mauro W.B. de Almeida. "Indigenous People, Traditional People, and Conservation in the Amazon." *Daedalus*, vol. 129, no. 2, 2000. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_proquest\\_journals\\_1750780624](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_1750780624)
- c) Machado, Lia Zanotta. (2020). From the Time of Rights to the Time of Intolerance. The Neoconservative Movement and the Impact of the Bolsonaro Government. Challenges for Brazilian Anthropology. *Vibrant: Virtual Brazilian Anthropology*, 17, e17458. Epub November 27, 2020. <https://doi.org/10.1590/1809-43412020v17d458>

- d) Capiberibe, Artionka. (2021). Reaching Souls, Liberating Lands: Cross-cultural Evangelical Missions and Bolsonaro's Government. *Brazilian Political Science Review*, 15(2), e0003. Epub April 05, 2021. <https://doi.org/10.1590/1981-3821202100020002>

Documentary:

*Belo Monte, Announcement of a War:* <https://vimeo.com/44877149>

**Wednesday, May 19<sup>th</sup> - Expanding IR Horizons: The Anthropology of War and Indigenous Studies**

*Part I: Anthropology of War:*

- a) Ferguson, R. Brian, and Whitehead, Neil L. *War in the Tribal Zone: Expanding States and Indigenous Warfare*. Santa Fe, N.M.: School of American Research, 1992. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_acls\\_primary\\_heb03246\\_001\\_001](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_acls_primary_heb03246_001_001)
- Preface 2nd edition and Preface (p. xi- xl)

*Part II: Indigenous Studies*

- a) Ramos, Alcida Rita. "Ethnology Brazilian Style." *Cultural Anthropology* 5.4 (1990): 452-72. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_scopus\\_primary\\_416035163](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_scopus_primary_416035163)
- b) Da Matta, Roberto; Seeger, Anthony; and Viveiros de Castro, Eduardo. "The Construction of the Person in Indigenous Brazilian Societies." *HAU Journal of Ethnographic Theory* 9.3 (2019): 694-703. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_proquest\\_journals\\_2355158512](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_2355158512)
- c) Viveiros de Castro, Eduardo. "Images of Nature and Society in Amazonian Ethnology." *Annual Review of Anthropology* 25.1 (1996): 179-200. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_chadwyckhealey\\_abell\\_R\\_03397299](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_chadwyckhealey_abell_R_03397299)

Documentary:

*What Lévi-Strauss owes to the Amerindians:* <https://vimeo.com/123957494>

**Wednesday, May 26<sup>th</sup> - The Tupi-Guarani Culture(s)**

- a) *Handbook of South American Indians*, Julian H. Steward, Editor. Volume 3. The Tropical Forest Tribes. [Bureau of American Ethnology Bulletin 143.]. Vol. Serial Set No. 11006. Washington, DC, 1945. United States Congressional Serial Set. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_proquest\\_journals\\_2355158512](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_journals_2355158512)

[primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_newsbank\\_primary\\_serial\\_set\\_1215CB8A91ACB820\\_html](https://primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_newsbank_primary_serial_set_1215CB8A91ACB820_html)

- Metraux, Alfred "The Guaraní" p.69-94
  - Metraux, Alfred "The Tupinambá" p.95-134
- b) Sztutman, Renato. "When Metaphysical Words Blossom." *Common Knowledge* (New York, N.Y.) 23.2 (2017): 325-44. Web [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_webofscience\\_primary\\_00403406000007CitationCount](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_webofscience_primary_00403406000007CitationCount)
- c) Sarreal, Julia J. S. *The Guaraní and Their Missions: A Socioeconomic History*. 2014. Web. <https://stanford-universitypressscholarship-com.ezproxy.lib.ucalgary.ca/view/10.11126/stanford/9780804785976.001.0001/upso-9780804785976>
- Chapter 1 "Founding and Early Years"

### Monday, May 31<sup>st</sup> - The Macro-Jê Culture(s)

- a) *Handbook of South American Indians*, Julian H. Steward, Editor. Volume 1, the Marginal Tribes. [Bureau of American Ethnology Bulletin 143.]. Vol. No. 613. Washington, DC, 1944. United States Congressional Serial Set. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_smithsonian\\_dspace\\_oai\\_repository\\_si\\_edu\\_10088\\_34598](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_smithsonian_dspace_oai_repository_si_edu_10088_34598)
- Lowie, Robert H. "The Northwestern and Central Ge and Southern Cayapó" p. 477-520
- b) Bieber, Judy. "Ethnohistory in the Making: Guido Marlière and the Circulation of Knowledge About Jê Peoples of Minas Gerais, Brazil, 1760–1840." *Ethnohistory* 64.2 (2017): 271-96. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_dukeupress\\_journals\\_10\\_1215\\_00141801\\_3789161](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_dukeupress_journals_10_1215_00141801_3789161)
- c) Garfield, Seth. *Indigenous Struggle at the Heart of Brazil: State Policy, Frontier Expansion, and the Xavante Indians, 1937-1988*. Durham, N.C.: Duke UP, 2001. Print. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG\\_ALMA517139950800\\_04336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/13e4ecq/01UCALG_ALMA517139950800_04336)
- Introduction "Indians and the Nation-State in Brazil" (p. 1-22)
- d) Posey, Darrell Addison, Kristina Plenderleith. *Kayapó Ethnoecology and Culture*. London; New York: Routledge, 2002. Print. *Studies in Environmental Anthropology*; v. 6. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=180790&ppg=26>

- Chapter 2 "Contact before contact: typology of post-Colombian interaction with the Northern Kayapó of the Amazon" p.14-24.

### Monday, June 7<sup>th</sup> - The Yanomami Culture(s) in Brazil and Venezuela

Term Papers Due by 11:59pm to D2L Drop Box

- Napoleon A. Chagnon. "Life Histories, Blood Revenge, and Warfare in a Tribal Population." *Science* 239.4843 (1988): 985-92. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_proquest\\_miscellaneous\\_733213480](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_proquest_miscellaneous_733213480)
- Ferguson, R. Brian, and Whitehead, Neil L. *War in the Tribal Zone: Expanding States and Indigenous Warfare*. Santa Fe, N.M.: School of American Research, 1992. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_acs\\_primary\\_heb03246\\_001\\_001](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_acs_primary_heb03246_001_001)
  - Chapter 9: A Savage Encounter: Western Contact and the Yanomami War Complex (p. 199-227)
- Ramos, Alcida Rita. "Reflecting on the Yanomami: Ethnographic Images and the Pursuit of the Exotic." *Cultural Anthropology* 2.3 (1987): 284-304. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN\\_cdi\\_scopus\\_primary\\_416035078](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_scopus_primary_416035078)
- Kopenawa, Davi. *The Falling Sky: Words of a Yanomami Shaman*. 2013. Web. [https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG\\_ALMA5164966480004336](https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA5164966480004336)
  - Appendix B "The Yanomami in Brazil" p. 462-468

### Monday, June 14<sup>th</sup> - International regimes on Indigenous Rights in Latin America

- Krasner, Stephen. *International Regimes*. Ithaca, N.Y.: Cornell UP, 1984. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=425535&ppg=128>
  - Chapter 5: "Structural causes and regime consequences: regimes as intervening variables" p. 113-128.
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### **TECHNOLOGICAL REQUIREMENTS**

The course will take place online via Desire2Learn (D2L) and Zoom. Students will be expected to play an active role in class discussions held via Zoom each week. Students are expected to have a computer device with a camera and a functioning internet connection for synchronous meetings during regular class time.

### **WRITING STATEMENT**

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The International Indigenous Studies Program uses the percentage conversion scale below. Your final grade will be converted to the University's official 4-point scale at the end of term. The interpretation of the undergraduate university grading system can be found at <http://www.ucalgary.ca/pubs/calendar/current/f-1.html>.

A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

These are the grade ranges and specific numeric values I assign to letter grades on D2L. Any individual assignment grade is converted to the mid-point value of the grade range and then weighted accordingly. Although the A+ is solely and honorific than entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, intellectual depth and breadth, sophistication, creativity and originality.

## **LATE PENALTIES**

Late assignments will be penalized at a rate of two percent (2%) per day, including weekends. Students with extenuating circumstances, who cannot meet deadlines for emergency reasons, must contact the instructor directly. Extensions will not be granted except in cases where the need is demonstrated. Late assignments submitted without permission will not be accepted after one week (7 days) has passed.

## **INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Reappraisals**

The University Calendar states that for reappraisals of graded term work:

“A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” See <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-2.html> for additional information.

With regard to reappraisal of academic assessments (final grades) [I think we should use the terminology in the calendar here], I suggest the following:

The University Calendar states that for reappraisal of academic assessments (final grades):

“In the reappraisal of a final grade, the only element that will be considered is the final assessment(s) that makes up the final mark (e.g., final examination, final project, and final paper). The exception is when a grade for a piece of graded term work is made available to students after the last day of classes for the term in which the course is scheduled; that grade may also be considered in a reappraisal of the final grade.”

“A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar) (under Student Forms). The student

must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.” More information is available at: <https://www.ucalgary.ca/pubs/calendar/archives/2020/i-3.html>

### **University Regulations**

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Plagiarism and Other Forms of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### **Required Access to Technology**

Please see the University’s resource page at [https://ucalgary.service-now.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031)

### **Copyright Legislation**

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials

may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy (FOIP)**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

### **Faculty of Arts Program Advising and Student Information Resources**

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

### **Important Contact Information**

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.

*Facebook Group for Indigenous Studies Program:* <https://www.facebook.com/groups/UC.IIST/>

*INDG Program Website:* <http://www.ucalgary.ca/indg/>

*Writing Symbols Lodge (Native Centre) Website:* <https://www.ucalgary.ca/nativecentre>

*Library and Resource Website :* <http://www.ucalgary.ca/library>