

POLI 565 (S01) Indigenous Politics in the Global South

Pre/Co-Requisites: Completion of 60 units including POLI359 or INDG407	
Instructor: Dr. Roberta Rice	Seminar Location: EDC 252
Phone: (403) 220-5384	Seminar Day/Time: Tuesdays 2:00-4:45 p.m.
Email: roberta.rice@ucalgary.ca	
Office: SS 734	
Office Hours: Tues. 1-1:50 p.m./Wed. 4-4:50 p.m.	

COURSE DESCRIPTION

The rise of powerful Indigenous rights movements in countries of the Global South during the third wave of democratization caught most analysts and officials by surprise. Indigenous demands for identity, territory, and autonomy challenge national unity projects in the post-colonial societies of Africa, Asia, and Latin America. In light of this dynamic, the course addresses the following questions: How is indigeneity articulated and expressed in different contexts? What role does Indigenous mobilization play in emerging democracies? And how are governments in the Global South responding to Indigenous peoples' movements? The seminar begins with an overview of the available conceptual tools and theoretical approaches to understanding the politicization of Indigenous identity in the Global South. Special attention will be paid to debates over Indigenous resistance and resurgence; Indigenous autonomy and self-government; and Indigenous women's movements. The course then explores how these dynamics play out within the regional contexts of Africa, Asia, and Latin America. The final section of the course addresses contemporary issues in global Indigenous politics, including the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the controversies surrounding Free, Prior, and Informed Consent (FPIC), legal pluralism, and the politics of decolonization.

COURSE OBJECTIVES & LEARNING OUTCOMES

The objective of the course is to provide students with the tools to critically assess competing explanations for the rise of Indigenous peoples as key political actors in countries of the Global South. As a learning outcome, students will develop the capacity to analyze theoretical debates and substantive issues in the field of global Indigenous politics and apply their insights to a case study of Indigenous movement dynamics by writing and presenting a seminar paper on their research findings.

REQUIRED TEXTBOOK(S)

All textbooks, book chapters, and journal articles are available electronically through the University of Calgary library homepage: <http://library.ucalgary.ca/>.

Sheryl Lightfoot, *Global Indigenous Politics* (New York: Routledge, 2016).

Colin Samson and Carlos Gigoux, *Indigenous Peoples and Colonialism: Global Perspectives* (Malden: Polity Press, 2017).

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
Research Proposal	20%	October 7
Research Essay	40%	December 9
Reading Response Papers (x10)	20%	Weekly
Seminar Presentation	10%	Student's Choice
Participation	10%	Weekly
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
Sept. 6 - Sept. 13	Part I: Conceptual Tools	See reading list below
Sept. 20 - Oct. 4	Part II: Theoretical Considerations	See reading list below
Oct. 11 - Oct. 25	Part III: Regional Dynamics	See reading list below
Nov. 1 - Dec. 6	Part IV: Contemporary Issues and Debates	See reading list below

Please note that the above schedule is tentative and may change as the need arises.

COURSE FORMAT AND ASSIGNMENTS

Class sessions will be conducted in a participatory seminar format. Students are expected to attend all class sessions and complete the assigned readings before they are discussed in class. Student participation in seminar discussions and activities is mandatory for the success of the course. Please note, there is no Registrar scheduled final exam in this course.

RESEARCH PROPOSAL

The purpose of this assignment is to provide you with instructor feedback during the preparation of your research essay. The proposal is also intended to assist you in developing your essay topic, formulating your research question, locating sources, and organizing your ideas in a timely fashion. Essay proposals should be between 3-4 double-spaced pages plus the bibliography. Proposals should: a) identify your research topic and question; b) outline what other scholars have said or found on the topic; c) outline your basic argument and theoretical approach; and d) provide an overview of your essay structure. You should attach a proposed bibliography to your proposal. Proposals that fail to cite sources throughout the text will not be accepted. You must draw on material from this course in your proposal and final essay.

RESEARCH ESSAY

The research essay assignment is an opportunity to develop a professional seminar paper. Students are expected to develop an in-depth case study of an Indigenous rights struggle in the Global South using the conceptual and theoretical tools of the course. The essay should be approximately 10-12 double-spaced pages plus the bibliography. Ensure that you state your research question, outline the theoretical approach of the paper, provide an overview of the literature on your topic, support your assertions with evidence, and conclude by summarizing your findings and outlining any questions or avenues for future research. You must cite sources either in footnotes, endnotes, or embedded in the text and provide a bibliography. Please note that you must incorporate at least two sources from the course syllabus in your essay. And remember, if you use another author's words, you must enclose them in quotes and cite the source. If you use another author's ideas, you must cite the source. Essays that do not adhere to standard

citation practice will NOT be accepted. The papers will be graded on: (a) the depth and comprehensiveness of the research effort; (b) the strength of the analysis and theoretical framework; and (c) organization, clarity, and writing style.

READING RESPONSE PAPERS

Students are expected to submit a weekly reading response paper for ten of our regularly scheduled sessions. The objective of this assignment is to prepare you to participate in our seminar discussions. Reading responses must be posted by 5:00 p.m. on the Monday before our class session to our discussion forum titled, "Weekly Reading Responses." You can post a response by selecting the "start a new thread" function. You may attach your response or type it directly into the text box. Your response should be approximately 1 page double-spaced and should address the weekly reading response question posed in the course schedule and reading assignments section below. You must draw upon the insights and examples from the readings for that week in answering the question.

SEMINAR PRESENTATION

Each student is expected to present the readings and lead class discussion on a topic once during the term. Students should regard their seminar presentations as an opportunity to improve their public speaking skills. You can choose the topic/date of your presentation via a sign-up sheet that will be circulated in class. The content of your presentation will be based mainly on the required readings assigned for that week. Your presentation should highlight the arguments, assumptions, findings, and contributions of the readings. In addition to presenting the readings, students should prepare discussion questions for fellow classmates to address. At least two students will be presenting during each class. Students are expected to coordinate with the other presenters ahead of time to set the agenda for discussion. If you have to miss the class in which you are presenting, you must arrange to switch weeks with another student in the course. There will be no alternative assignment.

PARTICIPATION

As a learning experience, the course will depend heavily upon the quality of student participation. The participatory format requires that students attend class sessions on a regular basis, complete all assigned readings before our weekly session, and come to class prepared to discuss and respond to questions. Your participation grade will depend on your active participation in class discussions and activities, including presenting your essay findings during our research roundtable. Class attendance and participation are necessary components of this course. An attendance sheet will be circulated at the start of each class

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 following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Please make every effort to submit assignments on-time. Assignments are due to Dropbox on D2L, unless otherwise indicated. It is your responsibility to keep a copy of all assignments in case of loss by any cause. A penalty of 2% per working day will be applied to all late assignments up until a maximum of ten late days, after which late papers will not be accepted. Weekends count as one working day. If life circumstances or illness intervene, please contact the course instructor as soon as possible. Please refer also to the policies on deferring term work on this outline and in D2L. However, keep in mind that in order to pass this course, you must complete all assignments, and plan accordingly.

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.

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.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

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). 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).

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

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.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic 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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy

may be disciplined under the Non-Academic Misconduct Policy.

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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: 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/>.

COURSE SCHEDULE AND READING ASSIGNMENTS

Part I: Conceptual Tools

Sept. 6: Introduction to Global Indigenous Politics

Required Readings:

E-Book Chapter: Sheryl Lightfoot, Global Indigenous Politics: A Subtle Revolution ("Chapter 1: Indigenous Politics as Global Change"), Routledge, 2016, pp. 15-39.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives ("Chapter 1: Identity"), Polity Press, 2017, pp. 18-47.

Sept. 13: Indigeneity in the Global South

Required Readings:

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives ("Chapter 2: Colonialism"), Polity Press, 2017, pp. 48-75.

E-Book Chapter: Albert Kwokwo Barume, Land Rights of Indigenous Peoples in Africa ("The Term 'Indigenous'—An Evolving Concept"), IWGIA, 2010, pp. 20-31. Available at: https://www.iwgia.org/images/publications//0002_Land_Rights_of_Indigenous_Peoples_In_Africa.pdf.

E-Journal Article: Andrew Canessa, "Indigenous Conflict in Bolivia Explored Through an African Lens: Towards a Comparative Analysis of Indigeneity," in Comparative Studies in Society and History, Vol. 60, No. 2, 2018, pp. 308-337.

Recommended Readings:

Forte, Maximilian C. *Who is an Indian? Race, Place, and the Politics of Indigeneity in the Americas* (Toronto: University of Toronto Press, 2013).

Hall, Thomas and James Fenelon. *Indigenous Peoples and Globalization: Resistance and Revitalization* (Boulder: Paradigm Publishers, 2009).

Wade, Peter. *Race and Ethnicity in Latin America* (New York: Palgrave Macmillan, 2010).

Part II: Theoretical Considerations

Sept. 20: Indigenous Resistance and Resurgence

Required Readings:

E-Journal Article: Deborah J. Yashar, "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America," in World Politics, Vol. 52, No. 1, 1999, pp. 76-104.

E-Book Chapter: Roberta Rice, The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era ("Introduction: Social Protest in Regional Perspective"), University of Arizona Press, 2013, pp. 3-18.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global

Perspectives ("Chapter 4: Environment"), Polity Press, 2017, pp. 105-131.

Recommended Readings:

Lucero, José Antonio. *Struggles of Voice: The Politics of Indigenous Representation in the Andes* (Pittsburgh: University of Pittsburgh Press, 2008).

Madrid, Raúl L. *The Rise of Ethnic Politics in Latin America* (New York: Cambridge University Press, 2012).

Van Cott, Donna Lee. *From Movements to Parties in Latin America; The Evolution of Ethnic Politics* (New York: Cambridge University Press, 2005).

Reading Response #1: Does Indigenous mobilization improve the quality of democracy in the Global South?

Sept. 27: Indigenous Autonomy, Self-Government, and Democracy

Required Readings:

E-Journal Article: Miguel González, "Indigenous Territorial Autonomy in Latin America: An Overview," in *Latin American and Caribbean Ethnic Studies*, Vol. 10, No. 1, 2015, pp. 10–36.

E-Book Chapter: Colin Samson and Carlos Gigoux, *Indigenous Peoples and Colonialism: Global Perspectives* ("Chapter 3: Land"), Polity Press, 2017, pp. 76-104.

E-Book Chapter: Nancy Postero, *The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia* ("Introduction: The 'Cultural Democratic Revolution' of Evo Morales"), University of California Press, 2017, pp. 1-21.

Recommended Readings:

Becker, Marc. *Pachakutik: Indigenous Movements and Electoral Politics in Ecuador* (Lanham: Rowman & Littlefield, 2011).

Canessa, Andrew, ed. *Natives Making Nation: Gender, Indigeneity, and the State in the Andes* (University of Arizona, 2005).

Faguet, Jean-Paul. "Can Subnational Autonomy Strengthen Democracy in Bolivia?," in *Publius: The Journal of Federalism*, Vol. 44, No. 4, 2014, pp. 51-81.

Reading Response #2: What is an "Indigenous state"?

Oct. 4: Indigenous Women, Feminism, and *Femicide*

Required Readings:

E-Journal Article: Stéphane Guimont Marceau, Dolores Figueroa Romero, Vivian Jiménez Estrada and Roberta Rice, "Approaching Violence against Indigenous women in the Americas from Relational, Intersectional and Multiscalar Perspectives," in *Canadian Journal of Latin American and Caribbean Studies*, Vol. 45, No. 1, 2020, pp.5-25.

E-Journal Article: Paulina García-Del Moral, "The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional Reconceptualization of Femicide," in *Signs: Journal of*

Women in Culture and Society, Vol. 43, No. 4, 2018, pp. 929-954.

E-Book Chapter: Shannon Speed, Aida Hernandez Castillo and Lynne Stephen, eds. Dissident Women: Gender and Cultural Politics in Chiapas ("Chapter 7: Rights at the Intersection—Gender and Ethnicity in Neoliberal Mexico," by Shannon Speed), University of Texas Press, 2006, pp. 203-221.

Recommended Readings:

Rousseau, Stéphanie and Anahi Morales Hudon, "Paths Towards Autonomy in Indigenous Women's Movements: Mexico, Peru, Bolivia," in *Journal of Latin American Studies*, Vol. 48, No. 1, 2015, pp. 33-60.

Safa, Helen I., "Challenging Mestizaje: A Gender Perspective on Indigenous and Afrodescendant Movements in Latin America," in *Critique of Anthropology*, Vol. 25, No. 3, 2005, pp. 307-330.

Speed, Shannon, "States of Violence: Indigenous Women Migrants in the Era of Neoliberal Multicriminalism," in *Critique of Anthropology*, Vol. 36, No. 3, 2016, pp. 288-301.

Reading Response #3: How are Indigenous women resolving the presumed tension between collective and individual rights?

Note: Research Proposal (20%) due to Dropbox on D2L by 5:00 p.m. on Oct. 7

Part III: Regional Dynamics

Oct. 11: Indigenous-State Relations in Africa

Required Readings:

E-Book Chapter: Albert Kwokwo Barume, Land Rights of Indigenous Peoples in Africa ("Relevance and Applicability of the Concept "Indigenous" in Central, Eastern and Southern Africa"), IWGIA, 2010, pp. 32-50. Available at:

https://www.iwgia.org/images/publications//0002_Land_Rights_of_Indigenous_Peoples_In_Africa.pdf.

E-Book Chapter: Claire Charters and Rodolfo Stavenhagen, eds. Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples ("The UN Declaration on the Rights of Indigenous Peoples in the African Context," by Naomi Kipuri), IWGIA, 2009, pp. 252-263. Available at: <http://www.internationalfund.org/documents/MakingtheDeclarationWork.pdf>

E-Journal Article: Renée Sylvain, "Land, Water, and Truth: San Identity and Global Indigenism," in American Anthropologist, Vol. 104, No. 4, 2002, pp. 1074-1081.

Recommended Readings:

Barnard, Alan and Justin Kenrick, eds. *Africa's Indigenous Peoples: 'First Peoples' or 'Marginalised Minorities?'* (Centre of African Studies: University of Edinburgh, 2001).

Ray, Donald I., Tim Quinlan, Keshav Sharma and Tacita A.O. Clarke. *Reinventing African Chieftancy in the Age of AIDS, Gender, Governance, and Development* (Calgary: University of Calgary Press, 2011).

Sylvain, Renée, "Essentialism and the Indigenous Politics of Recognition in South Africa," in *American Anthropologist*, Vol. 116, No. 2 (2014), pp. 251-264.

Reading Response #4: To what extent do the demands for land, water, and truth of the San people of southern Africa resonate with Indigenous rights struggles worldwide?

Oct. 18: Indigenous-State Relations in Asia

Required Readings:

E-Report: Stefania Errico, The Rights of Indigenous Peoples in Asia ("Chapter 2: Identification of Indigenous Peoples and Recognition of Their Rights"), ILO, 2017, pp. 9-20. Available at: https://www.ilo.org/gender/Informationresources/Publications/WCMS_545487/lang--en/index.htm.

E-Journal Article: Tanya Murray Li, "Articulating Indigenous Identity in Indonesia: Resource Politics and the Tribal Slot," in Comparative Studies in Society and History, Vol. 42, No. 1 (2000), pp. 147-179.

E-Journal Article: Titia Schippers, "Securing Land Rights through Indigenousness: A Case from the Philippine Cordillera Highlands," in Asian Journal of Social Science, Vol. 38, No. 2 (2010), pp. 220-238.

Recommended Readings:

Bertrand, Jacques, "'Indigenous Peoples' Rights' as a Strategy of Ethnic Accommodation: Contrasting Experiences of Cordillerans and Papuans in the Philippines and Indonesia," in *Ethnic and Racial Studies*, Vol. 34, No. 5, pp. 850-869.

McIntosh, Ian, "Are there Indigenous Peoples in Asia?" in *Cultural Survival Quarterly*, Vol. 24, No. 3, 2000.

Nicholas, Colin. *The Orang Asli and the Contest for Resources: Indigenous Politics, Development and Identity in Peninsular Malaysia* (IWGIA, 2000).

Reading Response #5: How do resource conflicts influence Indigenous identity in Asia?

Oct. 25: Indigenous-State Relations in Latin America

Required Readings:

E-Journal Article: Nancy Postero and Jason Tockman, "Self-Governance in Bolivia's First Indigenous Autonomy: Charagua," in Latin American Research Review, Vol. 55, No. 1, 2020, pp. 1-15.

E-Journal Article: Eduardo Gudynas, "Buen Vivir: Today's Tomorrow," in Development, Vol. 54, No. 4, 2011, pp. 441-447.

E-Journal Article: Rickard Lalander, "Rights of Nature and the Indigenous Peoples in Bolivia and Ecuador: A Straitjacket for Progressive Development Politics?" in Iberoamerican Journal of Development Studies, Vol. 3, No. 2, 2014, pp. 148-173.

Recommended Readings:

Nash, June C. *Mayan Visions: The Quest for Autonomy in an Age of Globalization* (New York: Routledge, 2001).

Sieder, Rachel, ed. *Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy* (New York: Palgrave Macmillan, 2002).

Van Cott, Donna Lee. *Radical Democracy in the Andes* (New York: Cambridge University Press, 2008).

Reading Response #6: Are Indigenous-state relations improving in Latin America?

Part IV: Contemporary Issues and Debates

Nov. 1: UNDRIP and International Indigenous Rights

Required Readings:

E-Book Chapter: Sheryl Lightfoot, Global Indigenous Politics: A Subtle Revolution ("Chapter 2: The Declaration on the Rights of Indigenous Peoples: Forging Structural Change"), Routledge, 2016, pp. 41-74.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives ("Chapter 5: Rights"), Polity Press, 2017, pp. 132-156.

E-Book Chapter: Claire Charters and Rodolfo Stavenhagen, eds. Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples ("International Indian Treaty Council Report from the Battle Field: The Struggle for the Declaration," by Andrea Carmen), IWGIA, 2009, pp. 86-95. Available at: <http://www.internationalfund.org/documents/MakingtheDeclarationWork.pdf>.

Recommended Readings:

Brysk, Alison. *From Tribal Village to Global Village: Indian Rights and International Relations in Latin America* (Stanford: Stanford University Press, 2000).

Favel, Blaine and Ken S. Coates. *Understanding UNDRIP: Choosing Action on Priorities over Sweeping Claims about the United Nations Declaration on the Rights of Indigenous Peoples* (Ottawa: MacDonald-Laurier Institute, 2016).

Fitzgerald, Oonagh et al. *UNDRIP Implementation: Braiding International, Domestic and Indigenous Laws* (Waterloo: CIGI, 2017).

Reading Response #7: Is the UNDRIP a 'game-changer' for Indigenous-state relations in the Global South?

Nov. 8: Term Break (No Class)

Nov. 15: Indigenous Consultation and Extractive Industry Operations

E-Journal Article: Almut Schilling-Vacaflor and Jessika Eichler, "The Shady Side of Consultation and Compensation: 'Divide-and-Rule' Tactics in Bolivia's Extraction Sector," in Development and Change, Vol. 48, No. 6, 2017, pp. 1439-1463.

E-Journal Article: Mariana Walter and Leire Urkidi, "Community Mining Consultations in Latin America (2002-2012): The Contested Emergence of a Hybrid Institution for Participation," in Geoforum, Vol. 84, 2017, pp. 265-279.

E-Journal Article: Cathal Doyle, "The Philippines Indigenous Peoples Rights Act and ILO Convention 169 on Tribal and Indigenous Peoples: Exploring Synergies for Rights Realisation," in The International

Journal of Human Rights, Vol. 24, Nos. 2-3, 2020, pp. 170-190.

Recommended Readings

Aylwin, José and Pablo Policzer, "No Going Back: The Impact of ILO Convention 169 on Latin America in Comparative Perspective," The School of Public Policy, University of Calgary, SPP Research Paper, Vol. 13, No. 8, 2020.

Falleti, Tulia G. and Thea N. Riofrancos, "Endogenous Participation: Strengthening Prior Consultation in Extractive Economies," in *World Politics*, Vol. 70, No. 1, 2018, pp. 86-121.

Schilling-Vacaflor, Almust and Riccarda Flemmer, "Mobilising Free, Prior and Informed Consent (FPIC) from Below: A Typology of Indigenous Peoples' Agency," in *International Journal on Minority and Group Rights*, Vol. 27, No. 2, pp. 291-313.

Reading Response #8: Can Indigenous rights be reconciled with resource extraction?

Nov. 22: Legal Pluralism, Gender, and Indigenous Governance

Required Readings:

E-Book Chapter: Donald I. Ray et al., eds. Reinventing African Chieftancy in the Age of AIDS, Gender, Governance, and Development ("Chapter 9: Gender and Traditional Leadership in Botswana," by Mogopodi H. Lekorwe), University of Calgary Press, 2011, pp. 249-266.

E-Book Chapter: Detlef Nolte and Almut Schilling-Vacaflor, eds. New Constitutionalism in Latin America: Promises and Practices ("Turning Legal Pluralism into State-Sanctioned Law: Assessing the Implications of the New Constitutions and Laws in Bolivia and Ecuador," by Anna Barrera), Routledge, 2016, pp. 372-390.

E-Book Chapter: Todd A. Eisenstadt et al., eds. Latin America's Multicultural Movements: The Struggle between Communitarianism, Autonomy, and Human Rights ("Ambivalent Multiculturalisms: Perversity, Futility, and Jeopardy in Latin America," by José Antonio Lucero), Oxford University Press, 2013, pp. 18-39.

Recommended Readings:

Anaya, James, *Indigenous Peoples in International Law* (New York: Oxford University Press, 1996).

Sieder, Rachel, "Contested Sovereignties: Indigenous Law, Violence and State Effects in Postwar Guatemala," in *Critique of Anthropology*, Vol 31, No. 3, 2011, pp. 161-184.

Van Cott, Donna Lee, "A Political Analysis of Legal Pluralism in Bolivia and Colombia," in *Journal of Latin American Studies*, Vol. 32, No. 1, 2000, pp. 207-234.

Reading Response #9: Why is the concept of 'legal pluralism' controversial?

Nov. 29: The Politics of Decolonization and Post-Colonialism

Required Readings:

E-Book Chapter: Sheryl Lightfoot, Global Indigenous Politics: A Subtle Revolution ("Chapter 8: The Transformative Potential of Indigenous Rights"), Routledge, 2016, pp. 184-196.

E-Book Chapter: Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives ("Chapter 6: Culture"), Polity Press, 2017, pp. 157-173.

E-Journal Article: Heidi Brooks, Trevor Ngwane, and Carin Runciman, "Decolonising and Re-theorising the Meaning of Democracy: A South African Perspective," in The Sociological Review, Vol. 68, No. 1, 2020, pp. 17-32.

Recommended Readings:

Spinner-Halev, Jeff, "From Historical to Enduring Injustice," in *Political Theory*, Vol. 35, No. 5, 2007, pp. 574-597.

Tuck, Eve and K. Wayne Yang, "Decolonization is Not a Metaphor," in *Decolonization: Indigeneity, Education and Society*, Vol. 1, No. 1, 2012, pp. 1-40.

Webster, David, ed. *Flowers in the Wall: Truth and Reconciliation in Timor-Leste, Indonesia, and Melanesia* (University of Calgary Press, 2018).

Reading Response #10: What role can states play in the process of decolonization in the Global South?

Dec. 6: Research Roundtable (Essay Presentations)

Research Essay (40%) due to Dropbox on D2L by 5:00 p.m. on Dec. 9

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). 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.

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.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

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>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

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.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic 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. 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 <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

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) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

POLI 565 (01)

Student Ombudsman

Phone: 403-220-6420

Email: 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/>.