INSTRUCTOR: Dr. Roberta Rice  
TELEPHONE: (403) 220-5384  
OFFICE: SS 734  
EMAIL: roberta.rice@ucalgary.ca  
OFFICE HOURS: Tues./Wed., 11:00 a.m.-1:00 p.m.  
COURSE DAY/TIME: Thurs. 12:30-3:15 p.m.  
COURSE LOCATION: SS 729  
COURSE PRE-REQUISITES: POLI359 or INDG407  
COURSE WEBSITE: http://d2l.ucalgary.ca

COURSE DESCRIPTION:
The rise of powerful and effective 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 serve to challenge the national unity projects in the post-colonial societies of Africa, Asia, and Latin America. In light of this dynamic, this course addresses the following questions: How is indigeneity articulated and expressed in different contexts? How are governments in the Global South responding to Indigenous rights 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 the debates among primordialists, constructivists, structuralists, and rational choice scholars for explaining the recent Indigenous rights revolution and its implications for political development. 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 and debates in global Indigenous politics, including the use and implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), controversies surrounding gender and Indigenous governance, and issues of reconciliation and restitution.

COURSE OBJECTIVES & LEARNING OUTCOMES:
The objective of the course is to train students to think critically about the social construction of race and ethnicity in countries of the Global South by providing them with an advanced examination of the comparative politics sub-field of race, ethnicity and Indigenous peoples. As a learning outcome, students will develop the capacity to assess competing theories of identity construction and apply them to a case of Indigenous movement emergence relevant to the course and then prepare a seminar paper on their findings.
REQUIRED TEXTBOOK(S):
All textbooks are available electronically through the University of Calgary library homepage: http://library.ucalgary.ca/

Electronic journal articles and course reserve chapters are available on our D2 course page (http://d2l.ucalgary.ca).

COURSE COMPONENT WEIGHTS AND DUE DATES:

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<thead>
<tr>
<th>COMPONENT</th>
<th>WEIGHTING</th>
<th>DUE DATES</th>
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<tbody>
<tr>
<td>Seminar Presentation</td>
<td>20</td>
<td>Student’s Choice</td>
</tr>
<tr>
<td>Research Essay Proposal</td>
<td>20</td>
<td>Mar. 5</td>
</tr>
<tr>
<td>Final Research Essay</td>
<td>40</td>
<td>April 15</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>Every Session</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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</thead>
<tbody>
<tr>
<td>Jan.16-Jan.23</td>
<td>Part I: Conceptual Tools</td>
<td>See reading list below</td>
</tr>
<tr>
<td>Jan.30-Feb.27</td>
<td>Part II: Theoretical</td>
<td>See reading list below</td>
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<td></td>
<td>Explanations</td>
<td></td>
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<tr>
<td>Mar.5-Mar.19</td>
<td>Part III: Regional Dynamics</td>
<td>See reading list below</td>
</tr>
<tr>
<td>Mar.26-Apr.9</td>
<td>Part IV: Issues and Debates</td>
<td>See reading list below</td>
</tr>
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ASSIGNMENT(S):

COURSE FORMAT AND EXPECTATIONS
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. There is no scheduled final exam in this course.

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/debate 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.
RESEARCH ESSAY 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 4-5 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 research design and methods. 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. Both the essay proposal and the essay assignment will be discussed in detail in class.

FINAL 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 12-15 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.

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. Class attendance and participation are necessary components of this course. An attendance sheet will be circulated at the start of each class.

GRADE SCALE: The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>(91-100)</td>
</tr>
<tr>
<td>A</td>
<td>(85-90)</td>
</tr>
<tr>
<td>A-</td>
<td>(80-84)</td>
</tr>
<tr>
<td>B+</td>
<td>(77-79)</td>
</tr>
<tr>
<td>B</td>
<td>(73-76)</td>
</tr>
<tr>
<td>B-</td>
<td>(70-72)</td>
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<tr>
<td>C+</td>
<td>(67-69)</td>
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<tr>
<td>C</td>
<td>(63-66)</td>
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<tr>
<td>C-</td>
<td>(60-62)</td>
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<tr>
<td>D+</td>
<td>(55-59)</td>
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<tr>
<td>D</td>
<td>(50-54)</td>
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<tr>
<td>D-</td>
<td>(49-49)</td>
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<tr>
<td>F</td>
<td>(0-49)</td>
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</tbody>
</table>
EVALUATION CRITERIA FOR WRITTEN WORK

1) *Level of Style and Organization*: Your work must be completely free of grammatical, spelling and typographical errors. References can be in any style but the same format must be used consistently and they must be accurate. The organization of the paper should assist the reader by providing a readily understandable presentation of background information, research findings, analysis and conclusions.

2) *Adequacy of the Research*: Your findings should be derived from thorough research. Your work should be free of major factual errors or unsupported and/or undocumented assertions. You should link your findings to those of other scholars and draw meaningful conclusions based on your evidence.

3) *Cogency of the Argument*: Your written work should have a clear focus and an argument that is logically constructed. Your analysis should display understanding of the topic and originality of thought.

WRITING STATEMENT

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citations, 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 (3rd floor of the Taylor Family Digital Library) or at http://www.ucalgary.ca/ssc/writing-support.

LATE PENALTIES

Written assignments are due in hardcopy at the start of class. 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. Late assignments should be submitted to the Political Science office (SS 756) during business hours. After hours, papers may be submitted to the departmental drop-box outside of the main office on the 7th floor of Social Sciences. E-mailed assignments will not be accepted unless otherwise indicated.

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

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

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.

Appeals:
If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

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.

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/.

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.

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.”

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.

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 www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:
For program planning and advice, visit the Arts Students’ Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit 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] or visit their office in the MacKimmie Tower Rm. 116.

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:
SU Wellness Centre: [http://www.ucalgary.ca/wellnesscentre/](http://www.ucalgary.ca/wellnesscentre/)

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:

Student Wellness Services (Room 370, MacEwan Student Centre):
[https://www.ucalgary.ca/wellness-services/services/mental-health-services](https://www.ucalgary.ca/wellness-services/services/mental-health-services)

and the Campus Mental Health Strategy website: [https://www.ucalgary.ca/mentalhealth/](https://www.ucalgary.ca/mentalhealth/).
COURSE SCHEDULE AND READING ASSIGNMENTS

Part I: Conceptual Tools

Jan. 16: Introduction and Course Overview—Global Indigenous Politics

Required Reading:


Required Readings:
Course Reserve Chapter: Maximilian C. Forte, ed. Who is an Indian? Race, Place, and the Politics of Indigeneity in the Americas (“Introduction: ‘Who is an Indian?’ The Cultural Politics of a Bad Question”), University of Toronto Press, 2013, pp. 3-51.


Recommended Readings:


Part II: Theoretical Explanations

Jan. 30: Primordialism

Required Readings:

1652.


**Recommended Readings:**


**Feb. 6: Constructivism**

**Required Readings:**


**Recommended Readings:**


**Feb. 13: Structuralism**

**Required Readings:**


Recommended Readings:


Feb. 20: Reading Week (No Class)

Feb. 27: Instrumentalism

Required Readings:


Recommended Readings:


Part III: Regional Dynamics

Mar. 5: Africa
Required Readings:


Recommended Readings:


***Essay Proposal Assignment Due at the Start of Class***

Mar. 12: Asia

Required Readings:


Recommended Readings:


**Mar. 19: Latin America**

**Required Readings:**


**Recommended Readings:**


**Part IV: Contemporary Issues and Debates**

**Mar. 26: UNDRIP Implementation**

**Required Readings:**


Recommended Readings:


Apr. 2: Gender and Indigenous Governance

Required Readings:


Recommended Readings:


**Apr. 9: Reconciliation, Reconstitution, and Restitution**

**Required Readings:**


**Recommended Readings:**


***Final Essay Assignment Due via e-mail by 5:00 p.m. on April 15***