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/.


COURSE COMPONENT WEIGHTS AND DUE DATES

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>WEIGHTING</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>20%</td>
<td>October 7</td>
</tr>
<tr>
<td>Research Essay</td>
<td>40%</td>
<td>December 9</td>
</tr>
<tr>
<td>Reading Response Papers (x10)</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>10%</td>
<td>Student’s Choice</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

COURSE SCHEDULE & TOPICS

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

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 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 essay design. 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 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.

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 1-2 pages 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<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>F</td>
<td>0-49</td>
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</tbody>
</table>
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.
COURSE SCHEDULE AND READING ASSIGNMENTS

Part I: Conceptual Tools

Sept. 6: Introduction to Global Indigenous Politics

Required Readings:


Sept. 13: Indigeneity in the Global South

Required Readings:


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).


Part II: Theoretical Considerations

Sept. 20: Indigenous Resistance and Resurgence

Required Readings:


Recommended Readings:


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:


Recommended Readings:

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


Reading Response #2: What is an “Indigenous state”?

Oct. 4: Indigenous Women, Feminism, and Feminicide

Required Readings:

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


Recommended Readings:


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:


Recommended Readings:


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:


Recommended Readings:


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:


Recommended Readings:


*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:**


**Recommended Readings:**


*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**


Recommended Readings


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

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

Required Readings:


Recommended Readings:


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

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

Required Readings:


**Recommended Readings:**


**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](http://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](http://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:


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
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/](http://www.ucalgary.ca/wellnesscentre/)*

*Student Wellness Services:*
  [https://www.ucalgary.ca/wellness-services/services/mental-health-services](https://www.ucalgary.ca/wellness-services/services/mental-health-services)

*Campus Mental Health Strategy website: [https://www.ucalgary.ca/mentalhealth/](https://www.ucalgary.ca/mentalhealth/).*