



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI675 L01
***Selected Topics in Advanced Comparative Politics:
Implementing the UNDRIP***
Spring 2018

INSTRUCTOR: Dr. Roberta Rice
TELEPHONE: (403) 220-5384
OFFICE: SS 734
EMAIL: roberta.rice@ucalgary.ca
OFFICE HOURS: Tues. 1:50 p.m. -2:50 p.m.
COURSE DAY/TIME: Tues. 11:00 a.m. – 1:45 p.m.
COURSE PRE-REQUISITES: Instructor Permission
COURSE LOCATION: SS 734
COURSE WEBSITE: <http://d2l.ucalgary.ca>

COURSE DESCRIPTION:

The passage of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in 2007 marked a major step in the advancement of the Indigenous rights agenda worldwide. Latin American nations were quick to endorse the Declaration and Canada finally did so in 2016. This historic accomplishment was the result of decades of Indigenous organizational and mobilizational efforts in local, national, and international arenas. The positive trend in Indigenous rights recognition in contemporary democracies raises important questions surrounding the economic and political development of Indigenous groups. For instance, how are states responding to Indigenous demands for greater recognition and representation? Are Indigenous-state relations improving as a result of UNDRIP endorsement? And finally, to what extent is the UNDRIP being implemented by domestic governments? This course provides an advanced examination of the emerging field of comparative Indigenous politics. Students will be provided with the opportunity to conduct in-depth research on an aspect of UNDRIP implementation relevant to the course and write a professional seminar paper on the results.

COURSE OBJECTIVES & LEARNING OUTCOMES:

The purpose of this course is to train students to think critically about the passage and implementation of the United Nations Declaration on the Rights of Indigenous Peoples in diverse national contexts. As a learning outcome, students will develop the capacity to assess the effectiveness of international human rights instruments in advancing domestic Indigenous rights agendas.

REQUIRED TEXTBOOKS:

Electronic books are available through the University of Calgary library homepage:

<http://library.ucalgary.ca/>

Electronic journal articles and course reserve chapters are available on our D2L course page:

<http://d2l.ucalgary.ca>

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Research Proposal	20	May 29
Research Essay	40	June 29
Reading Response Papers (4)	40	Each Session
Total	100%	

COURSE SCHEDULE & TOPICS:

DATE	TOPIC	READINGS
May 14-May 29	Part I: Drafting the Declaration	See reading schedule below
June 12-June 26	Part II: Making the Declaration Work	See reading schedule below

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 is mandatory for the success of the course. There is no 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 question, locating sources, and organizing your ideas in a timely fashion. Research proposals should be approximately 5 double-spaced pages plus the bibliography. Proposals should: a) identify your research question; b) outline what other scholars have said or found on the topic; c) outline your basic argument; and d) outline your research design and identify what kinds of data (e.g. specific statistics, historical evidence, etc.) you will use to support your argument. You should attach a one-page proposed bibliography to your proposal. Proposals that fail to cite source throughout the paper will not be accepted.

RESEARCH ESSAY

The essay assignment is an opportunity for you to examine the passage and implementation of the UNDRIP in a case of your choice using the conceptual and analytical tools of our course. The essay should be approximately 15 double-spaced pages plus the bibliography. Ensure that you state your argument in the introduction, 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. 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.

READING RESPONSES

Students are required to submit 4 reading responses during the term. The objective is to help you to prepare to participate in seminar discussions. Your submission should be between 2-3 double-spaced pages maximum. You must address all of the readings for the week. Please do not summarize the readings but respond to the debates. For instance, what are the main points or contributions of the readings? How do they advance our understanding of the passage and implementation of the UNDRIP? How do the findings compare with other readings in the course? What questions did the readings leave you with? You must submit your reading response via e-mail to the course instructor by 5:00 p.m. on the Monday evening before our class session.

GRADE 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)

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, 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 (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

LATE PENALTIES

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. Any medical-based assignment extension requests will require official medical documentation and will require advance notice.

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

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts 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 will be destroyed after three months; 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 Library Block.

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: ask@gsa.ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

COURSE SCHEDULE AND ASSIGNED READINGS

PART I: DRAFTING THE DECLARATION

May 14: The Working Group on Indigenous Populations

E-Chapter: Claire Charters and Rodolfo Stavenhagen. 2009. "The UN Declaration on the Rights of Indigenous Peoples: How it Came to be and What it Heralds," in *Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*, eds. Claire Charters and Rodolfo Stavenhagen, pp. 10-15. Copenhagen: IWGIA. Available at: <http://www.internationalfunders.org/documents/MakingtheDeclarationWork.pdf>.

E-Chapter: Augusto Willemsen-Diaz. 2009. "How Indigenous Peoples' Rights Reached the UN," in *Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*, eds. Claire Charters and Rodolfo Stavenhagen, pp. 16-31. Copenhagen: IWGIA. Available at: <http://www.internationalfunders.org/documents/MakingtheDeclarationWork.pdf>.

E-Chapter: Asbjorn Eide. 2009. "The Indigenous Peoples, the Working Group on Indigenous Populations and the Adoption of the UN Declaration on the Rights of Indigenous Peoples," in *Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*, eds. Claire Charters and Rodolfo Stavenhagen, pp. 32-47. Copenhagen: IWGIA. Available at: <http://www.internationalfunders.org/documents/MakingtheDeclarationWork.pdf>.

May 29: Negotiating and Adopting the Declaration

E-Chapter: Erica-Irene A Daes. 2009. "The Contribution of the Working Group on Indigenous Populations to the Genesis and Evolution of the UN Declaration on the Rights of Indigenous Peoples," in *Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*, eds. Claire Charters and Rodolfo Stavenhagen, pp. 48-77. Copenhagen: IWGIA. Available at: <http://www.internationalfunders.org/documents/MakingtheDeclarationWork.pdf>.

E-Chapter: John B. Henriksen. 2009. "The UN Declaration on the Rights of Indigenous Peoples: Some Key Issues and Events in the Process," in *Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*, eds. Claire Charters and Rodolfo Stavenhagen, pp. 79-85. Copenhagen: IWGIA. Available at: <http://www.internationalfunders.org/documents/MakingtheDeclarationWork.pdf>.

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

Essay proposal due in hardcopy at the start of class on May 29th

PART II: MAKING THE DECLARATION WORK

June 12: Implementing the UNDRIP in the Canadian Context

E-Book: Blaine Favel and Ken S. Coates. 2016. *Understanding UNDRIP: Choosing Action on Priorities over Sweeping Claims about the United Nations Declaration on the Rights of Indigenous Peoples*. Ottawa: MacDonald-Laurier Institute. Available at: <https://www.macdonaldlaurier.ca/files/pdf/MLI-10-UNDRIPCoates-Flavel05-16-WebReadyV4.pdf>.

E-Chapter: Yvonne Boyer. 2014. "Using the United Nations Framework to Advance and Protect the Inherent Rights of Indigenous Peoples in Canada," in *The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context*, CIGI Special Report, pp. 11-15. Available at: https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf.

E-Chapter: Robert Maciel. 2014. "Conflicting Ontologies and Balancing Perspectives," in *The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context*, CIGI Special Report, pp. 37-41. Available at: https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf.

June 26: Implementing the UNDRIP in the Global Context

E-Book: Oonagh Fitzgerald et al. 2017. *UNDRIP Implementation: Braiding International, Domestic and Indigenous Laws*, CIGI Special Report. Available at: <https://www.cigionline.org/publications/undrip-implementation-braiding-international-domestic-and-indigenous-laws>.

E-Chapter: Roberta Rice. 2014. "UNDRIP and the 2009 Bolivian Constitution: Lessons for Canada," in *The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context*, CIGI Special Report, pp. 59-63. Available at: https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf.

E-Journal Article: Ciaran O'Faircheallaigh. 2012. "International Recognition of Indigenous Rights, Indigenous Control of Development and Domestic Political Mobilisation." *Australian Journal of Political Science*, Vol. 47, No. 4, pp. 531-545.

Research essay due via e-mail by 5:00 p.m. on June 29th