



FACULTY OF ARTS  
INTERNATIONAL INDIGENOUS STUDIES  
COURSE OUTLINE

**INDG 407 LEC 1 Comparative International Indigenous Communities**

**Fall/2018**

**Instructor:** Dr. Roberta Rice

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**Office hours:** Tues. 11:00 a.m.-11:50 a.m. and Wed. 3:00-3:50 p.m.

**Course Day/Time:** Wed. 4:00-6:45 p.m.

**Course Location:** SA 015

**Course website:** <http://d2l.ucalgary.ca>

**Course Prerequisite:** One of ANTH 213, 337, CNST 311, HTST 345, INDG 201 or SOCI 307

**Course Description:**

Indigenous communities are on the move in the Americas. Over the past two decades, the region's Indigenous peoples have become increasingly visible social and political actors. While much has been written by and about Indigenous peoples in Canada and Latin America, there have been few cross-regional comparisons between Indigenous communities in the region. This course seeks to introduce students to the major tensions, dilemmas, and debates in Indigenous-state relations in Canada and Latin America. The central questions of the course include: How do Indigenous peoples organize and access the state? What role does historical and political context play in Indigenous movement strategies, tactics and outcomes? In addition to providing a broad analytical and interdisciplinary introduction to the topic of comparative Indigenous studies, the course aims to make students think critically about how to improve Indigenous-state relations in the Americas. Topics to be covered include FPIC and extractive industry; autonomy and self-government; gender and Indigenous identity; and truth and reconciliation. Students will be given the opportunity to conduct in-depth research on an aspect of Indigenous-state relations in Canada and/or Latin America relevant to the course and write a seminar paper on the results.

**Course Objectives and Learning Outcomes:**

The course objective is to provide students with the tools to make critical social, economic and political comparisons between Indigenous communities throughout the world. As a learning outcome, students will develop the capacity to analyze substantive issues in the field of comparative Indigenous studies and to situate contemporary conflicts and debates in their historical and political contexts.

**Required Texts and Readings:**

All textbooks are available electronically through the University of Calgary library homepage:

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

Curtis Cook and Juan D. Lindau, eds. Aboriginal Rights and Self-Government: The Canadian and Mexican Experience in North American Perspective. (McGill-Queen's University Press, 2000).

Roberta Rice. The New Politics of Protest: Indigenous Mobilization in Latin America's Neoliberal Era. (University of Arizona Press, 2012).

Rachel Sieder, ed. Multiculturalism in Latin America: Indigenous Rights, Diversity and Democracy. (Palgrave MacMillan, 2002).

Shannon Speed, Aida Hernandez Castillo and Lynne Stephen, eds. Dissident Women: Gender and Cultural Politics in Chiapas (University of Texas Press, 2006).

*Electronic journal articles, course reserve chapters and on-line reports:* these can be accessed through our D2L course page (<http://d2l.ucalgary.ca>)

### **Recommended Readings:**

In addition to our required readings, you are strongly encouraged to follow current events in the region. The following websites offer useful information on contemporary Indigenous rights struggles in Canada, Latin America and around the world:

*Center for World Indigenous Studies* (<http://cwis.org>)  
*Cultural Survival* (<http://www.culturalsurvival.org/>)  
*Indigenous Environmental Network* ([www.ienearth.org](http://www.ienearth.org))  
*Native American and Indigenous Studies Association* (<https://www.naisa.org/>)  
*NativeWeb* (<http://www.nativeweb.org/>)  
*United Nations Permanent Forum on Indigenous Issues*  
(<http://undesadspd.org/indigenouspeoples.aspx>)  
*United Nations Declaration on the Rights of Indigenous Peoples, 2007:*  
([http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf))  
*Convention No. 169 Indigenous and Tribal Peoples, 1989:*  
(<http://www.ilo.org/indigenous/Conventions/no169/lang--en/index.htm>)

The following journals are excellent academic sources on international Indigenous communities:

*AlterNative: An International Journal of Indigenous Peoples*  
*American Indian Quarterly*  
*Canadian Journal of Native Studies*  
*Fourth World Journal*  
*International Indigenous Policy Journal*  
*International Journal of Critical Indigenous Studies*  
*Latin American and Caribbean Ethnic Studies*  
*Native American and Indigenous Studies Journal*  
*Native Studies Review*  
*Wicazo Sa Review*

### **Assignments and Evaluation:**

The course will be taught in a mixed lecture and seminar-style format. Teaching methods will include lectures, documentaries and class discussions. Students are expected to actively participate in classroom discussions and activities. In addition, students are expected to present the readings and lead discussion on a topic of their choosing at least once during the term. Students must complete all assignments to receive a passing grade on the course. Please note, there is no Registrar scheduled final exam in this course.

The assignments for the course are as follows:

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|--|-----|
| 1. Research Proposal (Due: Oct. 31)                      | 20% |
| 2. Research Essay (Due: Dec. 7)                          | 40% |
| 3. Participation (Every class)                           | 20% |
| 4. Group Presentation on the Readings (Student's choice) | 20% |

### 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, 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; b) outline what other scholars have said or found on the topic; and c) outline your basic argument and approach. You should attach a one-page proposed bibliography to your outline. 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.

### Research Essay

The research essay assignment is an opportunity to develop a professional seminar paper. Students must develop a research topic that is relevant to the course. Specifically, students should select a current struggle or issue faced by Indigenous communities in Canada and/or Latin America and situate the conflict in its appropriate historical and political context in order to produce a more nuanced analysis. The essay should be approximately 10-12 double-spaced pages plus the bibliography. Ensure that you state your research question, 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 (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.

### Group Presentation on the Readings

Each student is expected to present the readings and lead class discussion once during term. Students should regard their class 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 (but not only) on the readings assigned for that week. You may also bring outside sources to bear: maps, relevant films/videos. In addition to presenting the readings, students should prepare discussion/debate questions for fellow classmates to address and/or an in-class learning activity. 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.

### Assignment Submission and Late Penalties

Please make every effort to take assignments directly to the instructor. **Assignments are due in hard copy at the start of class, unless otherwise indicated.** Please note there has been a location change in submitting term work outside of class. All course work submissions for International Indigenous Studies such as assignments, papers, take home final exams and other course work related to this program of study should now be submitted to SS 756 (Department of Political Science, 7th floor of Social Sciences) during

their office hours or when the office is closed, the brown drop box located on the wall beside SS 756. **Submissions should no longer be submitted to the 1st floor, SS 102.**

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, I may ask for documentation and refer you to the Program Co-ordinator of Indigenous Studies ([asrivast@ucalgary.ca](mailto:asrivast@ucalgary.ca)) for advice, particularly if you have missed a number of classes. 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 office hours. Email is a common form of communication but it is not always the most effective way of answering student questions. 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.

### **Grading system:**

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

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

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

### Writing Statement:

Written assignments are often required in social 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 (3<sup>rd</sup> floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

## **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 term work:

Instructors are normally free, subject to any established departmental or faculty procedures, to administer their own policies regarding deadlines for the completion of term papers or assignments. Please see policies on this course outline. Should you require an extension for completion of term papers or assignments, an Application of Deferral of Term Work form must be completed. The University also has regulations governing the deferral of final examinations.

See *Calendar*: <http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

### 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 of Political Science. Appeals must be requested within 15 days of receipt of the graded assignment. Please note that the “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

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

### University Regulations:

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

### Student Accommodations:

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

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

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

### Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-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 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](http://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](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

### Important Contact Information:

#### Campus Mental Health

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

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

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

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

#### Graduate Students' Association

Phone: 403-220-5997

Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

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

#### Student Ombudsman

Phone: 403-220-6420

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

**Facebook Group for Indigenous Studies Program:**

<https://www.facebook.com/groups/UC.IIST/>

**Program Website:**

<http://www.ucalgary.ca/indg/>

**Native Centre Website:**

<https://www.ucalgary.ca/nativecentre/>

## **COURSE SCHEDULE AND READING ASSIGNMENTS**

### **Part I. Indigenous-State Relations in Historical Perspective**

**Sept.12: Introduction and Course Overview:  
Comparative Indigenous Studies**

**Sept. 19: Indigenous-State Relations in Canada**

*E-Book Reading:* Curtis and Lindau, Chapter 1 (“One Continent, Contrasting Styles: The Canadian Experience in North American Perspective”), pp. 3-36.

*E-Book Reading:* Curtis and Lindau, Chapter 2 (“A Just Relationship between Aboriginal and Non-Aboriginal Peoples of Canada,” by James Tully), pp. 39-71.

*Course Reserve Reading:* Isabel Altamirano-Jiménez, Indigenous Encounters with Neoliberalism: Place, Women, and the Environment in Canada and Mexico, (“Introduction: The Articulation of Indigeneity and Neoliberal Governance”), UBC Press, 2012, pp. 1-14.

**Sept. 26: Indigenous-State Relations in Latin America**

*E-Journal Reading:* Mario Vargas Llosa, “Questions of Conquest: What Columbus Wrought, and What He Did Not,” in Harper's Magazine, Vol. 281, No. 1687, 1990, pp. 45-53.  
Available on-line at: <http://harpers.org/archive/1990/12/questions-of-conquest/>.

*E-Book Reading:* Sieder, Chapter 1 (“Indigenous Peoples and the State in Latin America: An Ongoing Debate,” by Rodolfo Stavenhagen), pp. 24-44.

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

### **Part II. Confronting the State: Strategies and Tactics**

**Oct. 3: Courts and Constitutions**

*E-Book Reading:* Curtis and Lindau, Chapter 6 (“First Nations and the Derivation of Canada’s Underlying Title: Comparing Perspectives on Legal Ideology,” by Michael Asch), pp. 148-167.

*E-Journal Reading:* Nigel Bankes, “The Implications of the Tsilhqot’in (William) and Grassy Narrows (Keewatin) decisions of the Supreme Court of Canada for Natural Resources Industries,” in Journal of Energy and Natural Resources Law, Vol. 33, No. 3, 2015, pp. 188-217.

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

#### **Oct. 10: Parties and Electoral Participation**

*E-Report Reading:* Alain C. Cairns, “Aboriginal People’s Electoral Participation in the Canadian Community,” in Electoral Insight, Vol. 5, No. 3, 2003, pp. 2-9; Available at: [http://www.elections.ca/res/eim/pdf/insight\\_2003\\_11\\_e.pdf](http://www.elections.ca/res/eim/pdf/insight_2003_11_e.pdf).

*E-Report Reading:* Kiera L. Ladner, “The Alienation of Nation: Understanding Aboriginal Electoral Participation,” in Electoral Insight, Vol. 5, No. 3, 2003, pp. 21-26; Available at: [http://www.elections.ca/res/eim/pdf/insight\\_2003\\_11\\_e.pdf](http://www.elections.ca/res/eim/pdf/insight_2003_11_e.pdf).

*E-Report Reading:* Wayne Brown, “Mary Two-Axe Earley: Crusader for Equal Rights for Aboriginal Women,” in Electoral Insight, Vol. 5, No. 3, 2003, pp. 51-54; Available at: [http://www.elections.ca/res/eim/pdf/insight\\_2003\\_11\\_e.pdf](http://www.elections.ca/res/eim/pdf/insight_2003_11_e.pdf).

*E-Book Reading:* Rice, Chapter 4 (“Ecuador: Ethnicity and Elections”), pp. 51-67.

#### **Oct. 17: Direct Action Tactics**

*Course Reserve Chapter:* Yale D. Belanger and P. Whitney Lackenbauer, Blockades or Breakthrough? Aboriginal Peoples Confront the Canadian State (“Introduction”), McGill-Queen’s University Press, 2014, pp. 3-50.

*E-Journal Reading:* Ciaran O’Faircheallaigh, “International Recognition of Indigenous Rights, Indigenous Control of Development and Domestic Political Mobilisation,” in Australian Journal of Political Science, Vol. 47, No. 4, 2012, pp. 531-545.

*E-Book Reading:* Rice, Chapter 5 (“Bolivia: Protests and Proposals”), pp. 68-86.

#### **Oct. 24: UNDRIP and International Forums**

*E-Report:* Ken Coates and Carin Holroyd, “Indigenous Internationalism and the Emerging Impact of UNDRIP in Aboriginal Affairs in Canada,” in The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context, CIGI Special Report, 2014, pp. 5-10; Available at: [https://www.cigionline.org/sites/default/files/indigenous\\_rights\\_special\\_report\\_web\\_1.pdf](https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf).

*E-Report:* Yvonne Boyer, “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, 2014, pp. 11-16; Available at: [https://www.cigionline.org/sites/default/files/indigenous\\_rights\\_special\\_report\\_web\\_1.pdf](https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf).



*E-Report:* Andrew S. Thompson, "The Slow 'Evolution of Standards': The Working Group on Indigenous Populations and UNDRIP," in The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context, CIGI Special Report, 2014, pp. 11-16; Available at: [https://www.cigionline.org/sites/default/files/indigenous\\_rights\\_special\\_report\\_web\\_1.pdf](https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf).

*E-Report:* Roberta Rice, "UNDRIP and the 2009 Bolivian Constitution: Lessons for Canada," in The Internationalization of Indigenous Rights: UNDRIP in the Canadian Context, CIGI Special Report, 2014, pp. 59-64; Available at: [https://www.cigionline.org/sites/default/files/indigenous\\_rights\\_special\\_report\\_web\\_1.pdf](https://www.cigionline.org/sites/default/files/indigenous_rights_special_report_web_1.pdf).

### **Part III. Contemporary Issues and Dilemmas**

#### **Oct. 31: FPIC and Extractive Industry**

*E-Journal Article:* David Szablowski, "Operationalizing Free, Prior, and Informed Consent in the Extractive Industry Sector? Examining the Challenges of a Negotiated Model of Justice," in Canadian Journal of Development Studies, Vol. 30, Nos. 1-2, 2010, pp. 111-130.

*E-Journal Article:* Henry Veltmeyer and Paul Bowles, "Extractivist Resistance: The Case of the Enbridge Oil Pipeline Project in Northern British Columbia," in The Extractive Industries and Society, Vol. 1, No. 1, 2014, pp. 59-68.

*E-Journal Reading:* Emma McDonnell, "The Co-Constitution of Neoliberalism, Extractive Industries, and Indigeneity: Anti-Mining Protests in Puno, Peru," in The Extractive Industries and Society, Vol. 2, 2015, pp. 112-123.

*Note: Research Proposals due in hard copy at the start of class (20%)*

#### **Nov. 7: Territorial Autonomy and Self-Government**

*E-Journal Article:* Frances Abele and Michael J. Prince, "Four Pathways to Aboriginal Self-Government in Canada," in The American Review of Canadian Studies, Vol. 36, No. 4, 2006, pp. 568-595.

*Course Reserve Chapter:* Bettina Von Lieres and Laurence Piper, eds., Mediated Citizenship: The Informal Politics of Speaking for Citizens in the Global South, ("Chapter 12: Achieving First Nation Self-Government in Yukon, Canada: The Mediating Role of the Council for Yukon Indians (CYI), 1975-1995," by Roberta Rice), Palgrave Macmillan, 2014, pp. 203-218.

*E-Journal Reading:* Roberta Rice, "How to Decolonize Democracy: Indigenous Governance Innovation in Bolivia and Nunavut, Canada," in Bolivian Studies Journal, Vol. 22, 2016, pp. 220-242. Available at: <https://bsj.pitt.edu/ojs/index.php/bsj/article/view/169>.

#### **Nov. 14: Fall Term Break (No Class)**

#### **Nov. 21: Gender and Indigenous Identity**

*Course Reserve Chapter:* Pamela D. Palmater, Beyond Blood: Rethinking Indigenous Identity (“Introduction: A Mi’kmaq Woman”), Purich Publishing, 2011, pp. 13-27.

*E-Journal Article:* Helen I. Safa, “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.

*E-Book Reading:* Shannon Speed, Aída Hernández Castillo and Lynn 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.

**Nov. 28: Truth and Reconciliation**

*E-Journal Article:* Jeff Spinner-Halev, “From Historical to Enduring Injustice,” in Political Theory, Vol. 35, No. 5, 2007, pp. 574-597.

*E-Journal Article:* Jeff Corntassel and Cindy Holder, “Who’s Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala and Peru,” in Human Rights Review, Vol. 9, No. 4, 2008, pp. 465-489.

*Course Reserve Chapter:* David Webster, ed., Flowers in the Wall: Truth and Reconciliation in Timor-Leste, Indonesia and Melanesia, (“Chapter 20: Reflecting on Reconciliation,” by Maggie Helwig), University of Calgary Press, pp. 299-308.

**Dec. 5: Documentary and Discussion**

*Gold Fever.* 2013. G Project, Northland Films and Journeyman Pictures; 83 mins.

*Note: Research Essays due by 5:00 p.m. on December 7<sup>th</sup> via e-mail (40%)*