



DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

***POLI665 S01***  
***Advanced Seminar on Indigenous Politics in the Global South***  
***Winter 2020***

**\*\*\*Remote Learning Course Outline\*\*\***

**INSTRUCTOR:** Dr. Roberta Rice  
**TELEPHONE:** (403) 220-5384  
**OFFICE:** SS 734  
**EMAIL:** roberta.rice@ucalgary.ca  
**OFFICE HOURS:** By e-mail  
**COURSE DAY/TIME:** Thurs. 12:30-3:15 p.m.  
**COURSE LOCATION:** SS 729  
**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:**

COMPONENT	WEIGHTING	DUE DATES
Seminar Presentation (2)	20	Student's Choice
Research Essay Proposal	20	Mar. 5
Final Research Essay	40	April 15
Participation	20	Every Session
Total	100%	

**COURSE SCHEDULE & TOPICS:** The schedule is tentative and may change as the need arises.

DATE	TOPIC	READINGS
Jan.16-Jan.23	Part I: Conceptual Tools	See reading list below
Jan.30-Feb.27	Part II: Theoretical Explanations	See reading list below
Mar.5-Mar.19	Part III: Regional Dynamics	See reading list below
Mar.26-Apr.9	Part IV: Issues and Debates	See reading list below

**ASSIGNMENT(S):****COURSE FORMAT AND EXPECTATIONS**

Class sessions will be conducted in an on-line seminar format. Students are expected to complete the assigned readings before they are discussed on our course webpage. Student participation in seminar discussion forums is essential 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 via Power Point slides and pose questions for critical reflection on a topic twice during the term. Please e-mail the instructor with your presentation slides by 12:30 p.m. on the Thursday of your presentation week for uploading to our course page. You can choose the topic/date of your presentations via a sign-up sheet that will be circulated in class. You must select a presentation topic from Parts I/II as well as Parts III/IV of the course. 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 5-6 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 15-17 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 participate in class sessions on a regular basis, complete all assigned readings before our weekly session, and be prepared to discuss and respond to questions and debates in our on-line discussion forum titled, "Course Material Thoughts and Questions." Your participation grade will depend on the quality of your weekly reading responses. Students are expected to post a reading response by the start of class each Thursday to our discussion forum titled, "Weekly Reading Responses." You can post a response by selecting the "start a new thread" function. You may attach your response or type it directly into the text box. Your response should be approximately 1 page double-spaced (250 words). Rather than summarize the readings, you should engage with the themes and debates that run through all of the readings for that week. For example, you may want to highlight how the readings advance our understanding of Indigenous politics in the Global South, discuss how their findings and approaches compare to other readings in the course, and indicate any questions they raised or new avenues of research that they opened. Class participation is a necessary component of this course. At the end of each week, the instructor will summarize the discussion that took place in the weekly reading responses and highlight key insights from the student presentation slides and posted comments through a post to the "Course Material Thoughts and Questions"

forum. Please note, the student presenters are not required to post a reading response that week.

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, 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](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>

*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-reg.html](http://www.ucalgary.ca/pubs/calendar/current/academic-reg.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.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.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

#### 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 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](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: [askgsa@ucalgary.ca](mailto:askgsa@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)

**Campus Mental Health Resources:**

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

Campus Mental Health Strategy: <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:

*E-Book Chapter:* Colin Samson and Carlos Gigoux, Indigenous Peoples and Colonialism: Global Perspectives (“Chapter 1: Identity”), Polity Press, 2017, pp. 1-30.

#### **Jan. 23: Who Are Indigenous Peoples? Indigeneity Defined**

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.

*E-Book Chapter:* Albert Kwokwo Barume, Land Rights of Indigenous Peoples in Africa (“The Term ‘Indigenous’—An Evolving Concept”), IWGIA, 2010, pp. 20-31. Available at: [https://www.iwgia.org/images/publications//0002\\_Land\\_Rights\\_of\\_Indigenous\\_Peoples\\_In\\_Africa.pdf](https://www.iwgia.org/images/publications//0002_Land_Rights_of_Indigenous_Peoples_In_Africa.pdf).

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

Recommended Readings:

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

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

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

### **Part II: Theoretical Explanations**

#### **Jan. 30: Primordialism**

Required Readings:

*E-Journal Article:* Jack Donald Eller, “The Poverty of Primordialism: The Demystification of Ethnic Attachments,” in Journal of Ethnic and Racial Studies, Vol. 16, No. 2 (1993), pp. 183-202.

*E-Journal Article:* Murat Bayar, “Reconsidering Primordialism: An Alternative Approach to the Study of Ethnicity,” in Journal of Ethnic and Racial Studies, Vol. 32, No. 9 (2009), pp. 1639-

1652.

*E-Book Chapter:* Martin Edwin Andersen, Peoples of the Earth: Ethnonationalism, Democracy, and the Indigenous Challenge in 'Latin' America, ("Introduction"), Lexington Books, 2010, pp. 16-31.

Recommended Readings:

Fearon, James D. and David D. Laitin, "Ethnicity, Insurgency, and Civil War," in American Political Science Review, Vol. 97, No. 1, 2003, pp. 75-90.

Horowitz, Donald. Ethnic Groups in Conflict (Berkeley: University of California Press, 1985).

Mayorga, René Antonio, "Outsiders and Neopopulism: The Road to Plebiscitary Democracy," in The Crisis of Democratic Representation in the Andes, eds. Scott Mainwaring, Ana María Bejarano and Eduardo Pizarro Leongómez, 132-167 (Stanford: Stanford University Press, 2006).

**Feb. 6: Constructivism**

Required Readings:

*E-Book Chapter:* Kanchan Chandra, Constructivist Theories of Ethnic Politics ("Introduction"), Oxford University Press, 2012, pp. 1-65.

*Course Reserve Chapter:* Peter R. Kingstone and Deborah J. Yashar, eds. Routledge Handbook of Latin American Politics ("Chapter 19: Indigenous Politics: Between Democracy and Danger," by José Antonio Lucero), Routledge, 2012, pp. 285-301.

*E-Book Chapter:* Peter Wade, Race and Ethnicity in Latin America ("Chapter 7: Studying Race and Ethnicity in a Postcolonial and Reflexive World"), Pluto Press, 2010, pp. 151-162.

Recommended Readings:

Chandra, Kanchan, "What is Ethnic Identity and Does it Matter?," in Annual Review of Political Science, Vol. 9, No. 1, 2006, pp. 397-424.

Chandra, Kanchan, "Making Causal Claims about the Effects of 'Ethnicity,'" in Comparative Politics: Rationality, Culture, eds. Mark Irving Lichbach and Alan S. Zuckerman, 376-411 (New York: Cambridge University Press, 2009).

Silverston-Scher, Melina. Ethnopolitics in Ecuador: Indigenous Rights and the Strengthening of Democracy (Coral Gables: North-South Center, 2011).

**Feb. 13: Structuralism**

Required Readings:

*E-Book Chapter:* Mark Irving Lichbach and Alan S. Zuckerman, eds. Comparative Politics: Rationality, Culture, and Structure ("Chapter 4: Strong Theory, Complex History—Structure and Configuration in Comparative Politics Revisited," by Ira Katznelson), Cambridge University Press, 2<sup>nd</sup> edition, 2009, pp. 96-116.

*E-Journal Article:* James Petras and Henry Veltmeyer, “Are Latin American Peasant Movements Still a Force for Change? Some New Paradigms Revisited,” in Journal of Peasant Studies, Vol. 28, No. 2, 2001, pp. 83-118.

*E-Journal Article:* Gerardo Otero, “The ‘Indian Question’ in Latin America: Class, State, and Ethnic Identity Construction,” in Latin American Research Review, Vol. 38, No. 1, 2003, pp. 249-266.

Recommended Readings:

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

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

Yashar, Deborah J. Contesting Citizenship in Latin America: The Rise of Indigenous Movements and the Postliberal Challenge (New York: Cambridge University Press, 2005)

**Feb. 20: Reading Week (No Class)**

**Feb. 27: Instrumentalism**

Required Readings:

*E-Book Chapter:* Mark Irving Lichbach and Alan S. Zuckerman, eds. Comparative Politics: Rationality, Culture, and Structure (“Chapter 5: Reconsiderations of Rational Choice in Comparative and Historical Analysis,” by Margaret Levi), Cambridge University Press, 2<sup>nd</sup> edition, 2009, pp. 117-133.

*E-Journal Article:* Nicholas Biddle, “Insights for Indigenous Policy from the Applied Behavioural Sciences,” in Asia and the Pacific Policy Studies, Vol. 4, No. 1, 2017, pp. 129-140.

*Course Reserve Chapter:* Lisa M. Glidden, Mobilizing Ethnic Identity in the Andes (“Chapter 1: Theorizing Ethnic Mobilization”), Lexington Press, 2011, pp. 1-29.

Recommended Readings:

Malesevic, Sinisa, “Rational Choice Theory and the Sociology of Ethnic Relations: A Critique,” in Journal of Ethnic and Racial Studies, Vol. 25, No. 2, 2002, pp. 193-212.

Sen, Amartya. “Rational Fools: A Critique of the Behavioural Foundations of Economic Theory,” in Philosophy and Public Affairs, Vol. 6, No. 4, 1977, pp. 317-344.

Olson, Mancur. The Logic of Collective Action: Public Goods and the Theory of Groups (Cambridge: Harvard University Press, 1965).

**Part III: Regional Dynamics**

**Mar. 5: Africa**

Required Readings:

*E-Book Chapter:* Albert Kwokwo Barume, Land Rights of Indigenous Peoples in Africa (“Relevance and Applicability of the Concept “Indigenous” in Central, Eastern and Southern Africa”), IWGIA, 2010, pp. 32-50. Available at: [https://www.iwgia.org/images/publications//0002\\_Land\\_Rights\\_of\\_Indigenous\\_Peoples\\_In\\_Africa.pdf](https://www.iwgia.org/images/publications//0002_Land_Rights_of_Indigenous_Peoples_In_Africa.pdf).

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

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

Recommended Readings:

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

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

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

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

**Mar. 12: Asia**

Required Readings:

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

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

*E-Journal Article:* Jacques Bertrand, “‘Indigenous Peoples’ Rights’ as a Strategy of Ethnic Accommodation: Contrasting Experiences of Cordillerans and Papuans in the Philippines and Indonesia,” in Ethnic and Racial Studies, Vol. 34, No. 5, pp. 850-869.

Recommended Readings:

Errico, Stefania. The Rights of Indigenous Peoples in Asia. ILO, 2017.

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

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

### **Mar. 19: Latin America**

#### Required Readings:

*E-Journal Article*: Charles R. Hale, "Does Multiculturalism Menace? Governance, Cultural Rights and the Politics of Identity in Guatemala," in Journal of Latin American Studies, Vol. 34, No. 3, 2002, pp. 485-524.

*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.

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

#### Recommended Readings:

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

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

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

## **Part IV: Contemporary Issues and Debates**

### **Mar. 26: UNDRIP Implementation**

#### Required Readings:

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

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

*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.

Recommended Readings:

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

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

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

**Apr. 2: Gender and Indigenous Governance**

Required Readings:

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

*Course Reserve Reading:* Todd A. Eisenstadt et al., eds. Latin America’s Multicultural Movements: The Struggle between Communitarianism, Autonomy, and Human Rights (“Ambivalent Multiculturalisms: Perversity, Futility, and Jeopardy in Latin America,” by José Antonio Lucero), Oxford University Press, 2013, pp. 18-39.

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

Recommended Readings:

Altamirano-Jiménez, Isabel. Indigenous Encounters with Neoliberalism: Place, Women, and the Environment in Canada and Mexico (Vancouver: UBC Press, 2012).

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

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

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

Required Readings:

*E-Book Chapter:* David Webster, ed. Flowers in the Wall: Truth and Reconciliation in Timor-

Leste, Indonesia, and Melanesia (“Chapter 2: Incomplete Truth, Incomplete Reconciliation: Towards a Scholarly Verdict on Truth and Reconciliation Commissions,” by Sarah Zwierchowski), University of Calgary Press, 2018, pp. 23-38.

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

Recommended Readings:

Corntassel, Jeff 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.

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

Gudynas, Eduardo, “Buen Vivir: Today’s Tomorrow,” in Development, Vol. 54, No. 4, 2011, pp. 441-447.

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