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**INTERNATIONAL INDIGENOUS STUDIES
PROGRAM**

**INDG 407 LEC 01
Comparative International Indigenous Communities
FALL 2020**

COURSE DAY/TIME: Wed. 4:00 p.m.-6:45 p.m.
INSTRUCTOR: Dr. Roberta Rice
TELEPHONE: (403) 220-5384
EMAIL: roberta.rice@ucalgary.ca
OFFICE HOURS: By appointment via telephone or Zoom
DELIVERY METHOD: Web-Based (hybrid format)
COURSE WEBSITE: <http://d21.ucalgary.ca>
COURSE PRE-REQUISITES: 6 units from Indigenous Studies 303, 305, 399

COURSE DESCRIPTION:

Indigenous peoples are important social and political actors throughout the Americas. 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 are: 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; addressing violence against Indigenous women; 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 term paper on the results.

COURSE OBJECTIVES & 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 TEXTBOOK(S):

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).

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)

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)

Convention No. 169 Indigenous and Tribal Peoples, 1989:

(https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C169)

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

REQUIRED TECHNOLOGY:

This course will be taught in a hybrid format (with synchronous and asynchronous components). Students are expected to participate actively in Zoom discussions and will require a computer

device with Internet connection to do so.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Research Proposal	20%	Oct. 21
Research Essay	40%	Dec. 9
Participation (via Zoom)	20%	Weekly
Reading Responses (10)	20%	Weekly
Total	100%	

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

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

DATE	TOPIC	READINGS
Sept. 16-23	Part I. Indigenous-State Relations in Historical Perspective	See Course Schedule and Reading Assignments Below
Sept.30-Oct.21	Part II. Confronting the State: Strategies and Tactics	See Course Schedule and Reading Assignments Below
Oct. 28-Dec. 9	Part III. Contemporary Issues and Dilemmas	See Course Schedule and Reading Assignments Below

FORMAT AND ASSIGNMENT(S)

The course will be taught in a hybrid asynchronous and synchronous on-line format. Teaching methods will include Power Point lecture slides, on-line documentaries and virtual class discussions. Students are expected to actively participate in Zoom discussions and activities. Weekly lecture slides will be posted to our course page at the beginning of the week. Students are expected to review the slides and complete the assigned readings by the start of our weekly Zoom discussion sessions on Wednesdays from 6:00 p.m. -6:45 p.m. (the weekly Zoom link meeting will be provided on our course page). Assignments are due to our course Dropbox at the start of class, unless otherwise indicated. 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.

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 lecture slides and Zoom sessions.

RESEARCH ESSAY

The research essay assignment is an opportunity to develop a professional term 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.

READING RESPONSES

Students are expected to submit a weekly reading response for each of our regularly scheduled sessions. Reading responses should be posted by the start of class (4:00 p.m.) on Wednesday 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 issues in Canada and Latin America, discuss how their findings and approaches compare to other readings in the course, and indicate any questions they raised for you. Be prepared to discuss your reading response during our weekly Zoom session.

PARTICIPATION (ZOOM)

As a learning experience, the course will depend heavily upon the quality of student participation. Your participation grade will depend on your active participation in our weekly Zoom sessions. Attendance will be taken. The Zoom sessions will address the questions, issues and debates from the lectures slides, documentaries, readings and discussion forum postings.

WRITING STATEMENT

Written assignments are often required in Indigenous Studies 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 considered 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>

GRADE SCALE

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>.

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

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 and honorific than 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.

LATE PENALTIES

Please make every effort to submit assignments on-time. **Assignments are due to Dropbox on D2L at the start of class, unless otherwise indicated.** Late assignments should be e-mailed directly to the course instructor.

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 direct you to the Director of International Indigenous Studies (indg.director@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. If you wish to meet outside of office hours, please telephone or e-mail to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

E-mail 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, to be held virtually.

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](https://www.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](https://www.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.

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>.

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.

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.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

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>

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):

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.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, please consult with the Arts Students' Centre by calling 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].

Important Contact Information:

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/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

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

Facebook Group for Indigenous Studies Program

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

INDG Program Website

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

Writing Symbols Lodge (Native Centre) Website

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

COURSE SCHEDULE AND READING ASSIGNMENTS

Sept. 9: Introduction and Course Overview—Comparative Indigenous Studies

****Note: review course outline and lecture slides; No Reading Response due this week; Zoom session from 6:00 -6:45 p.m. ****

Part I. Indigenous-State Relations in Historical Perspective

Sept. 16: 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.

****Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ****

Sept. 23: Indigenous-State Relations in Latin America

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

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.

****Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ****

Part II. Confronting the State: Strategies and Tactics

Sept. 30: Electoral Politics

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.

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.

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

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Oct. 7: 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 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.

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Oct. 14: 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-Book Reading: Rice, Chapter 5 (“Bolivia: Protests and Proposals”), pp. 68-86.

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Oct. 21: 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.

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.

E-Book Chapter: Claire Charters and Rodolfo Stavenhagen, eds. Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples (“When Indigenous Peoples Win, the Whole World Wins: Address to the UN Human rights Council on the 60th Anniversary

of the Universal Declaration on Human Rights,” by Wilton Littlechild), IWGIA, 2009, pp. 372-375. Available at: https://www.iwgia.org/images/publications/making_the_declaration_work.pdf

Note: Research Proposals due to Dropbox on D2L by 4:00 p.m. (20%); No Zoom session or Reading Response due this week

Part III. Contemporary Issues and Dilemmas

Oct. 28: FPIC and Extractive Industry

E-Journal Article: Roberta Rice, “The Politics of Free, Prior and Informed Consent: Indigenous Rights and Resource Governance in Ecuador and Yukon, Canada,” in International Journal on Minority and Group Rights, Vol. 27, 2019, pp. 336-356.

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: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Nov. 4: 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.

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Nov. 11: Fall Term Break (No Class)

Nov. 18: Addressing Violence against Indigenous Women

E-Journal Article: Paulina García-Del Moral, “The Murders of Indigenous Women in Canada as Femicides: Toward a Decolonial Intersectional Reconceptualization of Femicide,” in Signs: Journal of Women in Culture and Society, Vol. 43, No. 4, 2018, pp. 929-954.

E-Journal Article: 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.

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Nov. 25: 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.

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>.

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Dec. 2: Truth and Reconciliation

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.

***Note: Reading Response due by 4:00 p.m.; Zoom session from 6:00 -6:45 p.m. ***

Dec. 9: Documentary and Discussion

“The New Conquistadors.” 2013. CBC, The National; 25:48:

<https://curio.ca/en/video/the-new-conquistadors-1753/>

Description: Five hundred years later, there are some – particularly in the Indigenous communities of Latin America – who are seeing this as a new era of economic conquest, one with significant environmental and social consequences. This time, the new “conquerors” are Canadian mining companies. These “new conquistadors” have generated enormous wealth for Canada and the countries in which they do business. Canadian mining companies often have “sustainable development” programs that provide a range of opportunities for locals and attempt to offset the negative environmental effects of mining. However, the economic, environmental and social changes these mines bring to rural communities have generated considerable debate in Latin America. This project is intended as a catalyst for discussion.

***Note: Research Essays due to Dropbox on D2L at 4:00 p.m. (40%); No Reading Response due for today; Zoom session from 6:00-6:45 p.m. ***