

**POL424/2361H1S GLOBALIZATION AND INDIGENOUS POLITICS**  
**University of Toronto**  
**Department of Political Science**

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Instructor: Professor Rauna Kuokkanen  
 Meeting Time and Place: Thursdays 12-2 pm, TC24  
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 Office Hours: Tuesdays 1-3 pm, Indigenous Studies Program Rm. 218, North Borden Building, 563 Spadina Avenue, **AND** Thursdays 10am-11.45am, Political Science, Sid Smith Hall Rm. 3022

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### Course Description

The course introduces students to critical considerations of globalization from the perspective of Indigenous peoples. Issues explored in the course include Indigenous epistemologies, impacts of globalization on Indigenous peoples, human rights of Indigenous peoples and Indigenous social movements. The focus will be on two dimensions of globalization: global Indigenous organizing in the United Nations and resource extraction on Indigenous territories.

### Learning Objectives

At the completion of this course, the successful student will:

1. Examine the political, social, economic and cultural impacts of globalization from an indigenous peoples' perspective;
2. Examine and compare various forms of indigenous resistance to globalization;
3. Identify and describe the main human rights mechanisms protecting indigenous rights; and
4. Assess the tension between globalization ideologies and indigenous worldviews.

### Required Readings

1. A custom courseware package (available at the University of Toronto Bookstore, 214 College Street, phone: 416.640.7900).
2. Xanthaki, Alexandra. *Indigenous Rights and United Nations Standards: Self-Determination, Culture and Land*. Cambridge & New York: Cambridge University Press, 2007. (Link to the electronic book available on Blackboard)
3. Journal articles available online through the UToronto Library website (search under e-journals). These readings are marked by \* in the syllabus.

### Recommended Readings

1. Mander, Jerry, and Victoria Tauli-Corpuz, eds. *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*. New expanded ed. San Francisco & Los Angeles: Sierra Club Books & University of California Press, 2006.
2. Engle, Karen. *The Elusive Promise of Indigenous Development. Rights, Culture, Strategy*. Durham & London: Duke University Press, 2010.
3. Hartley, Jackie, Paul Joffe, and Jennifer Preston, eds. *Realizing the UN Declaration on the Rights of Indigenous Peoples: Triumph, Hope, and Action*. Saskatoon: Purich, 2010.
4. Blaser, Mario, Harvey Feit, and Glenn McRae, eds. *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*. London & New York: Zed Books, 2004.

**Course Evaluation**

1. Participation	20%	On-going
2. Concept paper	10%	Due in class 4 (Jan. 26)
3. Research Outline	15%	Due in class 7 (Feb. 16)
4. Oral presentation	15%	Classes 8-11 (Mar. 2-23)
5. Research Paper	40%	Due in final class (Mar. 30)

**1. Attendance and participation (20%)**

The course is a seminar in which the discussions of the assigned weekly readings form the core. Active student participation is a very important aspect of this course and this requires that **each student has done the weekly readings prior to each class**. In addition, please note:

1. I will keep track of your attendance.
2. If you have three or more unexcused absences you will not be able to get higher than a C for your participation grade.
3. In order to get an A, you need to regularly come to class on time and prepared. You also need to participate attentively during all activities (lecture, discussion, group work, peer presentations).
4. Participating attentively includes taking notes, listening and at least occasionally contributing to the conversation.
5. If you must miss a class, you need to talk to me in advance to get the absence excused, or as soon as possible after the absence (in case of illness or emergency).
6. If you miss a class, you can complete a make-up assignment by writing a 1 page reflection on the 2 key points of each weekly reading.

Students are expected to attend the classes and participate in class activities such as small group discussions, class dialogue, problem solving or question-sessions, as well as completing short class presentations based on assigned readings/projects. The breakdown of the participation mark is as follows:

**A- to A+:** Contributed frequently and appropriately to discussions; demonstrated critical understanding of assigned readings; applied relevant material from readings and lectures to the issue; built on the comments of others. Demonstrated active listening and brought in weekly commentary on the readings, news articles or current event.

**B- to B+:** Contributed regularly; demonstrated understanding of main points of readings; occasionally employed relevant materials from readings and lectures to the issue; offered observations but did not integrate or build on other's contributions.

**C- to C+:** Contributed a few times; demonstrated having read assigned material; employed some theory in understanding issues; made statements unconnected to main subject or repeated comments already offered.

**D- to D+:** Was present but contributed minimally to discussion; little demonstration of having read or applied reading assignments; offered comments which did not advance discussion of the issues.

**F:** Did not attend regularly or at all.

**2. Concept Paper (10%) due in Class 4**

A brief (700-1000 words) critical analysis of a key concept of the course. The reflection must not be a summary of the readings but rather an exercise that demonstrates you have a solid understanding of the key concept and the basic theory informing the concept. The concept will be provided by the instructor in Class 2.

### 3. Research Proposal (15%) due in Class 7

Research outlines should briefly outline the student's proposed final research paper, including a tentative bibliography. Length requirements: 4-6 pages outline, 1/2-1 page tentative bibliography. A good proposal communicates to the reader as clearly as possible your research strategy so that you can receive feedback and assistance. There are several areas your proposal needs to cover:

1. As background, briefly describe the *general area of investigation*, the topic you intend to pursue. Discuss why you consider this to be an important issue to understanding Aboriginal/state relations. It may also help the reader understand your personal interest in this topic so you may wish to describe this briefly.
2. Pose your *central research question*. This should be a single sentence focusing on a single issue, contradiction, puzzle or dilemma. Your main question can be followed with one or two supporting statements. Usually your question should be "why" or a "how" question as opposed to "what", "where" or "when" question.
3. Describe your proposed line of inquiry. List any *secondary questions* that you need to answer in order to move toward answering your main question. Describe your *main sources* for supporting your research (i.e., your initial list of references).

### 4. Oral Presentation (15%) in Classes 8-11

Each student gives a brief (10 min.) presentation of their research topic (work in progress), followed by Q&A. There will be 3-4 presentations in each class (classes 8-11). A sign-up sheet will be available in Class 2 onwards.

### 5. Final Research Paper (40%) due in Class 12

The final paper allows students to deepen their understanding of a course topic. Students will choose the topic from the weekly themes of the course. The research paper can be either a case study (focusing on particular indigenous people(s) and/or issue) or a more conceptual and/or theoretical consideration. Undergraduate students: 15-20 pages in length; Graduate students: 20-25 pages in length. If a student wants to write a final paper on topic outside the weekly themes, the topic needs to be discussed with the instructor. Sample topics:

- Commodification and/or protection of indigenous knowledge
- Biopiracy/biocolonialism and indigenous peoples
- Indigenous peoples and biodiversity/biocultural diversity
- Intellectual property rights and indigenous peoples
- Indigenous peoples and climate change
- Indigenous self-determination and global governance
- Indigenous economies in the era of globalization
- Globalization, environmental issues and indigenous peoples
- Development discourse and indigenous peoples
- Indigenous peoples' resistance to globalization
- Globalization and indigenous women
- Militarization and indigenous peoples
- Regional indigenous rights movements and globalization
- Transnational corporations and indigenous peoples
- Globalization, violence and indigenous peoples
- Bolivia's 'Indigenous Revolution'
- The Zapatistas

## Policies

### Assignments

All written assignments must be handed in on time as **hard copies** (not as email attachments). For each day an assignment is **late**, 2% of your total mark will be deducted (including weekends), unless there are special circumstances **and** the professor is notified no less than 24 hours before the assignment is due. Late penalty is calculated from the date the assignment is submitted as a hard copy. Supporting documentation will be required before **any** extension is granted. Appropriate documentation must be submitted within one week of the late assignment or missed midterm. Missing class on the day in which an assignment is due does not give you an extension for the assignment. Late assignments should be submitted to the Administrative Assistant of the Aboriginal Studies Program (2<sup>nd</sup> floor of North Borden Building). Students must make sure that **late submissions are signed and dated by staff**. Only hard copies are acceptable, e-mailed or faxed assignments will not be accepted unless you have obtained prior approval from the professor.

**No assignments for the course will be accepted after April 7<sup>th</sup>, 2017.**

If you have concerns regarding your grade of a specific assignment you can submit a **grade appeal**. No appeal will be considered unless it is accompanied by a detailed ½ -1 page written explanation of why you feel the grade is unjustified. Once an appeal is submitted the professor will reexamine the **entire** assignment, not just the question or paragraph mentioned in the appeal. The appeal process can result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade. If you wish to submit a written appeal, you must submit it **within two weeks** of grade submission.

The **final grades** are final. Grades are not rounded up or a few points added to the grade. If you need to maintain a certain average, or get a specific minimum grade in this class, make sure that the quality of your work warrants this grade. If you need help with any of the assignments, make an appointment with the professor.

Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing them in. These should be kept until the marked assignments have been returned.

### Communication with the Instructor

The main communication tool between the instructor and students is Blackboard. **Use email only for personal matters** (f ex. illness or other absence from class). If you need to contact the instructor for **about a reading, an assignment or another course-related question, post your question on Blackboard's Discussion Board** specifically dedicated to this.

Students are asked to check Blackboard regularly (including before the class) their UToronto email address and Blackboard for announcements, including unexpected changes to the class schedule due to illness etc. For email inquiries, students can reasonably expect a response in 1-2 days. As a general rule, student inquiries sent 24 hours prior to an assignment or test will not be replied. Do not email the instructor to inquire about an individual mark; grades are posted on Blackboard and returned to the students in due course.

### Help with Coursework

Never hesitate to ask if you are uncertain about a topic, theme, idea, or approach that you encounter in this course. Successful techniques for undertaking assignments will be discussed in class and elaborated

in handouts intended to assist your with critical thinking and academic writing, but you are strongly encouraged to make use of my office hours as well. If you experience any trouble with the readings or the assignments (either completing them or understanding them) please come and speak with me as soon as you can.

## Plagiarism

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently.

According to Section B of the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>) which **all students are expected to know and respect, it is an offence for students to:**

- Use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks (i.e. to commit plagiarism)
- Include false, misleading or concocted citations in their work.
- Obtain unauthorized assistance on any assignment.
- Provide unauthorized assistance to another student. This includes showing another student completed work.
- Submit their own work for credit in more than one course without the permission of the instructor.
- Falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes.
- Use or possess an unauthorized aid in any test or exam.

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect. Note that plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information, see the University of Toronto's policy on Plagiarism at [www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html) or [www.utoronto.ca/academicintegrity](http://www.utoronto.ca/academicintegrity).

## Turnitin.com

Normally students will be required to submit their written course work to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

If, as a student, you object to using Turnitin.com, an alternative arrangement for the submission of your written assignment will be made available. You will be required to do **all** of the following: 1) meet the instructor for a brief interview about the research process prior to the assignment due date, 2) submit all your rough work and notes with your assignment, and 3) submit an electronic copy of your essay to the instructor (in addition to a hard copy) by e-mail with the course identifier [ABS354] in the subject line.

Please follow the instructions on how to set up a Turnitin.com account, enroll in the course and submit a paper in the "Turnitin.com guide for students" available on the course website. Note that **all students** (including those using Turnitin and those not) are **required to submit a hard copy** of their assignment (whether or not it is submitted late) and that, for the purposes of calculating a late penalty, it will be the hard copy, and **not** the one submitted to Turnitin.com that counts. You **must attach a printout** of the Turnitin.com receipt to the hard copy of your assignment, indicating that you have already submitted the electronic copy of the assignment.

## Course Schedule

### **Week 1 (Jan. 5): Introduction to the Course & Who Indigenous Peoples Are**

#### Required Readings:

- Daes, Erica-Irene A. *Working Paper on the Concept of 'Indigenous People'*. Geneva: UN Sub-Commission on the Promotion and Protection of Human Rights, 1996. [Available on Blackboard]
- Eide, Asbjørn, and Erica-Irene A. Daes. *Working Paper on the Relationship and Distinction between the Rights of Persons Belonging to Minorities and Those of Indigenous Peoples*. Geneva: UN Commission on Human Rights, 2000. [Available on Blackboard]

### **Week 2 (Jan. 12): Key Concepts I: Colonialism, Globalization**

#### Required Readings:

- Wilmer, Franke. "Where You Stand Depends on Where You Sit. Beginning an Indigenous-Settler Reconciliation Dialogue." *Indigenous Diplomacies*. Ed. Beier, J Marshall. New York: Palgrave, 2009. 187-206.
- Blaser, Mario, et al. "Reconfiguring the Web of Life: Indigenous Peoples, Relationality, and Globalization." *Reconfiguring the Web of Life: Indigenous Peoples, Relationality, and Globalization*. Eds. Blaser, Mario, et al. Vancouver: UBC Press, 2010. 3-26.

### **Week 3 (Jan. 19): Indigenous Self-Determination**

#### Required Readings:

- Chapter 4 in Xanthaki.
- Schulte-Tenckhoff, Isabelle. "Treaties, Peoplehood, and Self-Determination: Understanding the Language of Indigenous Rights." *Indigenous Rights in the Age of the UN Declaration*. Eds. Pulitano, Elvira and Mililani Trask. Cambridge & New York: Cambridge University Press, 2012. 64-86.

### **Week 4 (Jan. 26): The UN Declaration on the Rights of Indigenous Peoples**

#### **\*\*\*NB: Concept Paper Due\*\*\***

#### Required Readings:

- UN Declaration on the Rights of Indigenous Peoples [Available online at [http://www.un.org/esa/socdev/unpfi/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfi/documents/DRIPS_en.pdf)]
- Deer, Kenneth. "Reflections on the Development, Adoption, and Implementation of the UN Declaration on the Rights of Indigenous Peoples." *Realizing the UN Declaration on the Rights of Indigenous Peoples: Triumph, Hope, and Action*. Eds. Joffe, Paul, Jackie Hartley and Jennifer Preston. Saskatoon: Purich, 2010. 18-28.
- Chapter 3 in Xanthaki.

### **Week 5 (Feb. 2): Cultural Rights**

#### Required Readings:

- \*Holder, Cindy. "Culture as an Activity and Human Right: An Important Advance for Indigenous Peoples and International Law." *Alternatives* 33 (2008): 7-28.
- Chapter 5 in Xanthaki.

### **Week 6 (Feb. 9): Land and Resource Rights**

#### Required Readings:

- \*Anaya, S, James. "Indigenous Peoples' Participatory Rights in Relation to Decisions about Natural Resource Extraction: The More Fundamental Issue of What Rights Indigenous Peoples Have in Lands and Resources." *Arizona Journal of International and Comparative Law* 22.1 (2005): 7-17.
- Chapter 6 in Xanthaki.

### **Week 7 (Feb. 16): The Neoliberal State and Indigenous Rights**

**\*\*\*NB: Research Outline Due\*\*\***

#### Required Readings:

- \*Hale, Charles R. "Resistencia Para Que? Territory, Autonomy and Neoliberal Entanglements in the 'Empty Spaces' of Central America." *Economy and Society* 40.2 (2011): 184-210.
- \*Webber, Jeffery R. "Rebellion to Reform Bolivia. Part III: Neoliberal Continuities, the Autonomist Right, and the Political Economy of Indigenous Struggle." *Historical Materialism* 16.4 (2008): 67-109.

### **Week 8 (Mar. 2): Extractivism**

#### Required Readings:

- \*Gordon, Todd, and Jeffery R Webber. "Imperialism and Resistance: Canadian Mining Companies in Latin America." *Third World Quarterly* 29.1 (2008): 63-87.
- \*Hall, Rebecca. "Diamond Mining in Canada's Northwest Territories: A Colonial Continuity." *Antipode* 45.2 (2013): 376-93.

### **Week 9 (Mar. 9): Inuit Diplomacy in the Arctic**

#### Required Readings:

- \*Abele, Frances, and Thierry Rodon. "Inuit Diplomacy in the Global Era: The Strengths of Multilateral Internationalism." *Canadian Foreign Policy* 13.3 (2007): 45-63.
- \*Shadian, Jessica M. "Of Whales and Oil: Inuit Resource Governance and the Arctic Council." *Polar Record* 49.4 (2013): 392-405.

### **Week 10 (Mar. 16): Environmental and Climate Justice**

#### Required Readings:

- \*Schlosberg, David, and David Carruthers. "Indigenous Struggles, Environmental Justice, and Community Capabilities." *Global Environmental Politics* 10.4 (2010): 12-35.
- \*Tsosie, Rebecca A. "Indigenous People and Environmental Justice: The Impact of Climate Change." *University of Colorado Law Review* 78.4 (2007): 1625-77.

### **Week 11 (Mar. 23): Resurgence**

#### Required Readings:

- \*Waziyatawin. "The Paradox of Indigenous Resurgence at the End of Empire." *Decolonization: Indigeneity, Education & Society* 1.1 (2012): 68-85.
- TBA.

### **Week 12 (Mar. 30): Wrap-Up Class**

**\*\*\*NB: Final Paper due\*\*\***

#### Required Readings: TBA