

University of Toronto
Department of Political Science

POL 410/239H
GLOBALIZATION AND INDIGENOUS PEOPLES
Fall 2009, Tues. 4-6 pm, TC 22
Prof. Rauna Kuokkanen
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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, international indigenous organizing, human rights and indigenous social movements. It examines indigenous communities as heterogeneous locations where not only impacts of globalization but forms of engagement and resistance take various forms.

In order to understand the specificity of indigenous peoples' political struggles and social movements, the course will begin with a quick overview of colonization and its links to globalization. The focus will be on two dimensions of globalization: the global corporate economy and global indigenous organizing in the United Nations. The course pays particular attention to contributions by indigenous scholars and activists and seeks to provide students an understanding of globalization from a perspective of indigenous peoples while exploring tensions within and without.

Course Aims and 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. Mander, Jerry, and Victoria Tauli-Corpuz, eds. *Paradigm Wars: Indigenous Peoples' Resistance to Globalization*. San Francisco & Los Angeles: Sierra Club Books & University of California Press, 2006.
2. Niezen, Ronald. *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003.
3. Journal articles available online through the UToronto Library website (search under e-journals). These readings are marked by * in the syllabus.

The textbooks are available at the Toronto Women's Bookstore, 73 Harbord Street (just west of Spadina Avenue), ph. 416-922-8744.

Course Evaluation

Participation	15%	On-going
Bi-Weekly Comments	20%	Scheduled in-class
Critical Analysis	25%	Due in class 6
Research Paper	40%	Due in class 12

1. Participation:

The course is organized as a seminar and the students are expected to be prepared each week to actively participate by generating discussion and presenting, elaborating ideas and evaluating on the topic under review. Participation mark also includes in-class activities and assignments.

The breakdown of the participation mark:

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. Bi-Weekly Comments:

The core of the course will be the discussions of the assigned reading each week. To structure and facilitate an informed discussion, students will be required to write "Comments" on the readings. The comments should be **your reflections on one reading** in light of the ongoing conversation in the course. Thus students are encouraged not only to comment on what they find particularly interesting, important or troubling in the readings, but how this connects to previous readings and to the ongoing dialogue. The class is divided into two groups and each of the students from one of the groups writes (individually) a comment every second week. In other words, each week, each of the students from one of the groups is responsible for posting a 1.5-2 page (500-750 words, double spaced, 12 font Times, 1" margins all around) commentary on the reading.

The comments are required to be posted on Blackboard **by Monday at 4 pm before class. Late comments will not be accepted**, but if you are unable to attend class on a day your comment or response is due, you should do the comment for another class. Students will receive their "comments" back with very brief remarks and a grade. **All students** are expected to read the comments before class.

3. **Critical Analysis:**

Write a 8-10 page (double spaced, 12 font Times, 1" margins all around) critical analysis on **two journal articles or academic book chapters** of your own choosing related to Indigenous peoples and globalization (**not** listed in the syllabus). In the critical analysis, you will be required to present the main themes and issues each piece explores, bringing them together in one coherent review, highlighting strengths, weaknesses and gaps in the analyses presented by the different authors, how each piece speaks to the central theme that unites them, and how they relate to each other. The critical analysis is **not** meant to be a summary of the readings, but rather an exercise that demonstrates you can identify main concerns, reflect on the material, and relate it to other concepts in the course. You are encouraged to draw on additional course material in your reflections. Personal experience can also form the basis of the commentary, but it must be conceptualized using the assigned readings.

4. **Final Paper:**

A research paper on one of the topics listed below. The research paper can be either a case study (focusing on particular indigenous people(s) and/or issue) or a more conceptual/theoretical consideration. Undergraduate students: 15-20 pages in length; Graduate students: 20-25 pages in length. Topics:

- Commodification and/or protection of indigenous knowledge
- Biopiracy/bicolonialism 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

Policies

Assignments must be handed in on time as hard copies (not as email attachments). For each day (including weekends and holidays) an assignment is late (including weekends), 2% of your total mark will be deducted, 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. Requests due to work overload (either university-related or extra-curricular) will not be accepted. 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 main desk of the Political Science Department (on the 3rd floor of Sidney Smith Hall). Students should 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 will be accepted after the last day of classes** (exceptions are made for graduate students if agreed in advance with the professor).

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

All papers should be printed, double spaced, 12 font (Times or equivalent), with proper margins, page numbers and securely stapled. Papers that go beyond the stated page limit for the assignment, or papers that do not conform to the directions above, may be penalized.

In all written assignments you **must** follow basic academic citation rules. You may use the referencing style of your preference (MLA, Chicago, APA, etc.), as long as you are consistent and provide complete references. Please consult a style guide in case you have doubts regarding how to properly include a reference in your assignment.

If you have concerns regarding your grade of a specific assignment (either a paper grade or a midterm grade) 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 your work warrants this grade. If you need help with any of the assignments, make an appointment with the professor.

Communication with the Instructor

The main communication tool between the instructor and students is Blackboard. Students are asked to check regularly (including before the class) their UToronto email address and Blackboard for announcements, including unexpected changes to the class schedule due to illness etc.

Students can reasonably expect a response to their emails in 1-2 days. As a general rule, student emails 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. Assignments submitted as email attachments are not accepted.

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 or www.utoronto.ca/academicintegrity.

Turnitin.com

Normally students will be required to submit their course essays (Critical Analysis and Final Paper) 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 head teaching assistant (in addition to a hard copy) by e-mail with the course identifier [POL 410/239] 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 (Sept. 15): Introductions, Overview, Course Requirements

Film: Indigenous Peoples and the United Nations

Discussion

Week 2 (Sept. 22): Who are Indigenous Peoples?

Required Readings:

- Niezen, Ronald. "A New Global Phenomenon?" *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003. 1-28.
- *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.
- *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.
- *Corntassel, Jeff, and Tomas Hopkins Primeau. "The Paradox of Indigenous Identity: A Levels-of-Analysis Approach." *Global Governance* 4.2 (1998): 139-56.
- Chs. 2 and 4 in Mander and Tauli-Corpuz (pp. 13-22 and 35-40).

Week 3 (Sept. 29): Indigenous Worldviews and Epistemologies

Required Readings:

- Ch. 3 in Mander and Tauli-Corpuz (pp. 23-34).
- *Berkes, Fikret, and Mina Kislalioglu Berkes. "Ecological Complexity, Fuzzy Logic, and Holism in Indigenous Knowledge." *Futures* 41 (2009): 6–12.
- *Arquette, Mary, Maxine Cole, and Akwesasne Task Force on the Environment. "Restoring Our Relationships for the Future." *In the Way of Development. Indigenous Peoples, Life Projects and Globalization*. Eds. Mario Blaser, Harvey Feit and Glenn McRae. New York & Ottawa: Zed Books & International Development Research Centre, 2004. 332-50.
- *Simpson, Leanne R. "Anticolonial Strategies for the Recovery and Maintenance of Indigenous Knowledge." *American Indian Quarterly* 28.3/4 (2004): 373-84.

Week 4 (Oct. 6): From Colonialism to Globalization

Required Readings:

- Parts 2 and 3 in Mander and Tauli-Corpuz (pp. 49-152).
- *Buchan, Bruce. "The Empire of Political Thought: Civilization, Savagery and Perceptions of Indigenous Government." *History of the Human Sciences* 18.2 (2005): 1-22.
- Niezen, Ronald. "Sources of Global Identity." *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003. 53-93.
- *Russell, Wendy. "'The People Had Discovered Their Own Approach to Life': Politicizing Development Discourse." *In the Way of Development. Indigenous Peoples, Life Projects and Globalization*. Eds. Mario Blaser, Harvey Feit and Glenn McRae. New York & Ottawa: Zed Books & International Development Research Centre, 2004. 130-52.

Week 5 (Oct. 13): Impacts of Globalization on Indigenous Peoples: Focus on Extractive Industries

Film TBA

Required Readings:

- Ch. 1 (pp. 3-12) and Part 4 in Mander and Tauli-Corpuz (pp. 153-180).
- *Guissé, El Hadji. *Working Paper on Globalization and the Economic, Social and Cultural Rights of Indigenous Populations*. Working Group on Indigenous Populations, United Nations Commission on Human Rights, 2003.
- *Coon Come, Matthew. "Survival in the Context of Mega-Resource Development: Experiences of the James Bay Cree and the First Nations of Canada." *In the Way of Development. Indigenous Peoples, Life Projects and Globalization*. Eds. Mario Blaser, Harvey Feit and Glenn McRae. New York & Ottawa: Zed Books & International Development Research Centre, 2004. 153-65.
- *Johnston, Barbara Rose, and Carmen Garcia-Downing. "Hydroelectric Development on the Bio-Bio River, Chile: Anthropology and Human Rights Advocacy." *In the Way of Development*, pp. 211-34.

Week 6 (Oct. 20): Impacts of Globalization on Indigenous Peoples: Focus on Indigenous Women

NB: Critical Analysis due

Required Readings:

- *Chow, Esther Ngan-ling. "Gender Matters. Studying Globalization and Social Change in the 21st Century." *International Sociology* 18.3 (2003): 443-60.
- *Nash, June. "Women in Between: Globalization and the New Enlightenment." *Signs: Journal of Women in Culture & Society* 31.1 (2005): 145-67.
- *Radcliffe, Sarah A., Nina Laurie, and Robert Andolina. "The Transnationalization of Gender and Reimagining Andean Indigenous Development." *Signs: Journal of Women in Culture & Society* 29.2 (2003): 387-416.
- *Martin-Hill, Dawn. "Resistance, Determination and Perseverance of the Lubicon Cree Women." *In the Way of Development*, pp. 313-31.

Week 7 (Oct. 27): Turning Points I: Resistance and Alternatives

Required Readings:

- Part 5 in Mander and Tauli-Corpuz (pp. 181-230).
- Indigenous Peoples' Seattle Declaration & The International Cancun Declaration of Indigenous Peoples (in Mander and Tauli-Corpuz, pp. 248-253).
- *Gibson, Nigel G. "Africa and Globalization: Marginalization and Resistance." *Journal of Asian and African Studies* 39.1-2 (2004): 1-28.
- *Albro, Robert. "The Indigenous in the Plural in Bolivian Oppositional Politics." *Bulletin of Latin American Research* 24.4 (2005): 433-53.

Week 8 (Nov. 3): Turning Points II: The Zapatistas

Film TBA

Required Readings:

- *Collier, George A., and Jane F. Collier. "The Zapatista Rebellion in the Context of Globalization." *Journal of Peasant Studies* 32.3 (2005): 450-60.
- *Hernández Castillo, Rosalva Aída. "The Indigenous Movement in Mexico between Electoral Politics and Local Resistance." *Latin American Perspectives* 33.147 (2006): 115-31.
- *Stahler-Sholk, Richard. "Resisting Neoliberal Homogenization: The Zapatista Autonomy Movement." *Latin American Perspectives* 34.48 (2007): 48-63.
- *Swords, Alicia C. S. "Neo-Zapatista Network Politics: Transforming Democracy and Development." *Latin American Perspectives* 34.78 (2007): 78-93.

Week 9 (Nov. 10): International Indigenous Organizing

Required Readings:

- Niezen, Ronald. "The Origins of the International Movement of Indigenous Peoples." *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003. 29-52.
- *Semenova, Tamara. "Political Mobilisation of Northern Indigenous Peoples in Russia." *Polar Record* 43.224 (2007): 23-32.
- *Beier, J Marshall. "International Affairs: Indigeneity, Globality, and the Canadian State." *Canadian Foreign Policy* 13.3 (2007): 121-31.
- *Wilson, Gary N. "Inuit Diplomacy in the Circumpolar North." *Canadian Foreign Policy* 13.3 (2007): 65-80.

Week 10 (Nov. 17): Indigenous Rights and the International Law

Required Readings:

- Niezen, Ronald. "Relativism and Rights." *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003. 94-144.
- *Kingsbury, Benedict "Indigenous Peoples in International Law: A Constructivist Approach to the Asian Controversy." *American Journal of International Law* 92.3 (1998): 414-57.
- *Morgan, Rhiannon. "Advancing Indigenous Rights at the United Nations: Strategic Framing and Its Impact on the Normative Development of International Law." *Social & Legal Studies* 13.4: 481–500.

Week 11 (Nov. 24): Self-Determination

Required Readings:

- Niezen, Ronald. "The New Politics of Resistance." *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003. 145-92.
- *Anaya, S. James "International Human Rights and Indigenous Peoples: The Move toward the Multicultural State." *Arizona Journal of International and Comparative Law* 21 (2004): 13-62.
- *Cornthassel, Jeff. "Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse." *Alternatives* 33 (2008): 105–32.

Week 12 (Dec. 1): UN Declaration on the Rights of Indigenous Peoples

NB: Final Paper due

Required Readings:

- Niezen, Ronald. "Indigenism, Ethnicity and the State." *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press, 2003. 193-214.
- *UN Declaration on the Rights of Indigenous Peoples.
- *Gilbert, Jérémie. "Indigenous Rights in the Making: The United Nations Declaration on the Rights of Indigenous Peoples." *International Journal on Minority and Group Rights* 14.2-3 (2007): 207-30.
- *Joffe, Paul. *UN Declaration: Achieving Reconciliation and Effective Application in the Canadian Context*. Montreal: Continuing Legal Education Society of British Columbia, 2008.

Blackboard

The course uses Blackboard for its course website. To access the course website, or any other Blackboard-based course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to our course website along with the link to all your other Blackboard-based courses.

If you need information on how to activate your UTORid and set your password for the first time, please go to www.utorid.utoronto.ca. Under the "First Time Users" area, click on "activate your UTORid" (if you are new to the university) or "create your UTORid" (if you are a returning student), then follow the instructions. New students who use the link to "activate your UTORid" will find reference to a "Secret Activation Key". This was originally issued to you when you picked up your Tcard at the library. If you have lost your Secret Activation Key you can call 416-978-HELP or visit the Help Desk at the Information Commons on the ground floor of Robarts Library to be issued a new one. **The course instructor will not be able to help you with this.** 416-978-HELP and the Help Desk at the Information Commons can also answer any other questions you may have about your UTORid and password.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>.