



Faculty of Social Sciences

Department of Political Science

Course Number: POLI 3P96

Term: Winter 2022

Course Title: Global Indigenous Politics

Instructor Name: Dr. Liam Midzain-Gobin
Email: lmidzaingobin@brocku.ca
Office Location: PLAZA 353/online through MS Teams
Office Hours: Thursdays 16:00-16:45 or by app't (MS Teams)
Teaching Assistants: Sam Mahboob (amahboob@brocku.ca)

Times and Locations:

LEC: Thursdays 18:00-20:00 (primarily asynchronous, video lectures available on Sakai under "Lessons" tab)

Seminar 1: Thursdays 17:00-18:00 (Instructor: Dr. Midzain-Gobin)

Seminar 2: Thursdays 20:00-21:00 (Instructor: Sam Mahboob)

Note: Classes at Brock University end ten minutes ahead of the hour or half hour to facilitate transfer time.

Course Format:

Lecture: Asynchronous: available through the "Lessons" tab on Sakai, normally by the designated lecture time unless noted otherwise below.

Seminars: Synchronous: virtual (MS Teams) to Jan. 31 when they will be re-evaluated, asynchronous forum option also available except for Group Discussion Lead assignment.

Course Calendar Description:

Survey of Indigenous politics across the globe. Topics may include Indigenous peoples and nations in different regions around the world, transnational Indigenous organizing, and international Indigenous rights.

Course Overview:

This course provides students with an overview of Indigenous politics around the world. Together we will explore Indigenous peoples and the issues facing them in areas including Oceania, Central and South America, Africa, and Asia. We will also explore the relationships of, and organizing by, Indigenous peoples at the global level, including their coordinated efforts at organizing around Indigenous rights. This latter organizing will be explored through a case study of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Learning Objectives:

At the end of this course, you can expect to have developed:

- A broad understanding of Indigenous peoples in different regions around the world;
- An understanding of some of the ways Indigenous peoples have organized against colonialism on a global scale and conceptual frameworks which help explain why these routes have been chosen;
- An in-depth understanding of the UNDRIP;
- An understanding of some of the key policy and political challenges faced by Indigenous communities around the world, including at the global level;
- Enhanced critical analytical abilities, including an understanding of global social movements and power relations;
- Enhanced archival and textual research skills; and,
- Enhanced reading, writing, and group discussion skills.

Required Readings or Texts:

Required text:

Lightfoot, Sheryl R. *Global Indigenous Politics: A Subtle Revolution*. Abingdon, Oxon ; New York, NY: Routledge, 2016. (Available through the Campus Book Store or e-copy at Brock University Library)

All other readings will be available through the Brock University Library (journal articles) or on Sakai where indicated.

Course Communications:

Course instructors are available through Brock email or in identified office hours, and I prefer you address me as “Professor Midzain-Gobin”. For email, you should expect a response within 2 working days (Monday-Friday) unless otherwise notified. If this amount of time has passed without a response please feel free to send a reminder email.

We will also be using the course website on Sakai extensively for the course. It will be where you can find those readings identified with “[Sakai]” on the reading list below, as well as assignment instructions and rubrics. I will also post any periods where I am unavailable, including any shorter periods (usually no more than 1-2 days). Other announcements and reminders will also be communicated through Sakai. Deadlines can be found in this course outline, but will also be posted on the calendar on Sakai as well.

Evaluation Components and Due Dates

Evaluation Component	Grade Weight	Due Date
Participation	10%	Assessed weekly
Search & Share	10% (5% per share)	Twice per term in seminar
Group Discussion Lead	20% (10% per lead)	Twice per term in seminar
Reading Annotation	25% (5% per annotation)	5x during the term
Final Research Assignment	35%	Proposal (5%): <u>February 17</u> ; Final Assignment (30%): <u>April 7</u>
Total	100%	

Description of Evaluation Components

Participation - 10%

Participation is a very important component of this course, especially now when we have spent the last 20 months learning together while apart. By participating regularly through thoughtful interventions, students will not only engage more deeply with the course material, but also generate new perspectives and approaches to the material.

Participation comes in a variety of forms, and that is especially true now that we each face different personal and professional pressures and circumstances. To accommodate this, participation will not only be counted through in-seminar engagement. Instead, there are two ways you can build your participation grade.

First, seminars will be run synchronously so that we can have discussions in-person between classmates and an instructor. These will be held during the seminar times outlined above. If you can't make your own one week for whatever reason, please let your seminar instructor know and you can drop into the other without penalty. During the seminars we will be primarily discussing the week's readings, so come prepared by having read and made notes on the readings. The discussions will ensure that you have understood the readings, but also allows us to offer our own interpretations of the material and connect themes across weeks.

Second, online discussion forums will be set up each week for you to present your ideas of the readings and see those of others in the class. Full instructions for weekly participation are available in the Assignment Instructions folder of the Resources tab on Sakai. Briefly, you will need to post a reflective précis that both summarizes the readings while also providing a short reflection on key themes and inter-connections between them.

***NOTE:** you will only receive points for one of the two participation options, that is either asynchronously in the forums or synchronously in seminar.

Be aware that seminar participation is not synonymous with seminar attendance: your attendance at seminars will not earn you a passing seminar participation grade alone. Instead, you will need to participate to the best of your abilities. What we are looking for from you is evidence of your engagement with the material and the ideas put forward by other students. This could mean answering the discussion questions from classmates leading the seminars, but also raising your own questions or analysis, or discussing something that you have found in the news or online media that connects to the content of the course.

I also understand that we are still living in the context of a pandemic and circumstances are likely to change for each of us over the course of the semester. I promise to be understanding of this, and you will not be penalized if events/circumstances overtake your ability to manage your participation in the class in real time. If you find yourself overwhelmed—because you or a loved one is sick, because of additional caring responsibilities, etc.—please let me know. We will work out a way for you to continue to participate, but in order to do so we need to have you raise it with us so we can discuss how you can gain these marks back.

****My ‘golden rule’ for engaging in the classroom is that you do so in a respectful manner.** This does not mean that you need to agree with every comment made by a classmate or instructor, but that your engagement with each of the ideas and positions discussed in class is done with a spirit of generosity. We will be discussing difficult topics this semester, so if you are uncomfortable with any specific week or set of readings, please be in touch with me and we’ll work out a different way for you to participate. If you are taking part in the participation, you must try to reflect on and understand where your fellow students are coming from before responding. This is possible—and expected—even in those situations where you are taking a position contrary to that of another participant. My expectation is that discussions in the class will explore a variety issues, but that students will never resorting to personal slights or attacks. Such behaviour may result in a mark of zero in seminar, with other loss of participation grades if it becomes a pattern.

Search & Share Assignments - 2x5%=10%

These small assignments will help you connect the material from class readings with other sources and you develop skills for searching archival and contemporary databases. For Weeks 4 and 11 you will take an idea or concept from the week’s readings and then search for a text or image (text) that you think relates to it. Then, you will bring this text to seminar and share it with the group both by introducing the text and by discussing how you see it relating to the week’s reading. As much as possible, try to select a text that has not been used by another student.

We are lucky to be able to access a great number of primary and secondary sources through the internet; however, just because a text or image is online does not mean it will be easy to find what you’re looking for, or that historical context will be provided. Your discussion of the text will need to include this context as part of the explanation of it. We will have a librarian join us in class to help guide your searches, and further instructions can be found in the “Assignment Instructions” folder of the “Resources” tab on Sakai.

Group Discussion Lead - 2x10%=20%

Discussions are an integral part of this course. They help us understand the content more fully while also allowing to see and engage with others’ interpretations. To help facilitate these discussions you will be leading two seminar sessions over the course of the term.

Your leadership of the seminar involves three aspects: 1) a summary of at least one of the week’s readings, including the author’s key arguments and the evidence they rely on to make their case as well as their central concepts and ideas; 2) your analysis or interpretation of the argument—do you agree? Disagree? How might the argument have been strengthened? What were its weaknesses?; and, 3) three discussion questions to lead the group’s reflections. To facilitate everyone’s understanding and engagement please put together a short Powerpoint presentation, including the discussion questions. Your presentation should approximately 5-7 minutes to leave ample time for discussion.

There will be a sign-up sheet provided by your seminar instructor during the first couple of weeks of term. If you have not signed up for your weekly slots, you will need to email your seminar instructor to do so.

Reading Annotation - 5x5%=25%

Reading annotations are one of the most important ways you can show your engagement with the course content while developing your critical reading skills. On each of the respective weeks, you will use Perusall to undertake a collective annotation of one of the readings. This requires you to read and highlight the most important passages in the text, and also offer comments on it. Among topics to consider are: what is the core argument of the text, or what the text is trying to uncover or get across to the reader; what evidence does the author rely on to make their case; who might the intended audience be, or who would gain the most from the scholar's insights; what are the weaknesses in the argument; and, importantly, is the combination of the argument and evidence convincing?

Your annotations are due by 5pm each Thursday indicated on the Semester plan (and below). The readings you will be asked to annotate are:

- January 27: Hodgson, "Becoming Indigenous in Africa"
- February 10: Hobbs, "The Road to Uluru"
- March 3: Wilson & Smith, "The Inuit Circumpolar Council in an Era of Global and Local Change"
- March 17: Rigney, "On Hearing Well and Being Heard"
- March 31: Gómez Isa, "The UNDRIP"

Further instructions will be available on Sakai. As an introduction to the assignment, and a guide to this type of critical reading, we will have a synchronous "Reading Workshop" on January 20 where we will walk through this together on MS Teams.

Research Essay - 35%

The major assignment for the course is a research essay. You are to use your background knowledge gained through the course material and further develop one of the core themes we encounter into a research project. To do so, you will select a topic, develop a research question/focus and collect and analyze evidence in order to answer that question.

You have the opportunity to focus on whatever topic you are interested in for your research project, as long as it relates to Indigenous politics on a global scale. However I strongly recommend discussing the topic with myself or your TA prior to completing your proposal. We can help guide you in picking a topic and developing a more specific research focus.

The essay will be completed in two parts. First, on February 17 you will hand in a proposal that will contain a brief overview and introduction to your chosen topic, as well as a research question/focus and a list of 5 potential sources. The proposal should be no more than 1-1 ½ pages, single spaced. It will be returned to you the week after Reading Week so that you can use the feedback in your preparation of your essay.

On March 10 we will have a Paper Workshop during what would normally be our lecture time. This will be time set aside for you to use the feedback you received and, working with a small group of other students, develop an outline for the final paper. I am tentatively planning to host this in-person. If the public health situation makes it unsafe to be together in person on March 10, I will switch the Workshop to online. I'll update you on this two weeks before the event, and will also provide an agenda for the workshop then.

Second, on April 7 you will hand in your completed essay. It will follow a traditional essay format and should be between 12-15 pages long, double-spaced. Full instructions will be available on Sakai under the “Assignment Instructions” folder in the Resources tab.

Semester Plan

****NOTE:** Because we continue to live within the context of a global health emergency brought on by COVID-19, much of the course will take place virtually. This includes a total virtual class to January 31, 2022. After this in-person seminars may go ahead regularly if it is safe to do so—each seminar will be able to determine this for themselves. As you’ll see below, most lectures will be delivered asynchronously via pre-recorded videos posted in the “Lessons” tab on Sakai unless otherwise communicated. Lectures will normally be available by designated lecture time (ie. Thursday at 18:00), and I’ll do my best to notify you of any changes to this schedule in advance. Seminars will take place synchronously in-person or via MS Teams. If you are unable to attend the synchronous seminar for whatever reason, the “Forum” tab on Sakai will be used to facilitate engagement and participation. Attendance in seminar will be required for the Group Discussion Lead assignment.

Week	Focus/topic	Assessments	Readings
1: Jan. 13	Introduction to the course & Indigenous peoples around the world	n/a	<ul style="list-style-type: none"> Costa, Ravi de. “Descent, Culture, and Self-Determination: States and the Definition of Indigenous Peoples.” <i>Aboriginal Policy Studies</i> 3, no. 3 (2014): 55-85. https://doi.org/10.5663/aps.v3i3.22227. McMillan, Mark, and Sophie Rigney. “The Place of the First Peoples in the International Sphere: A Logical Starting Point for the Demand for Justice by Indigenous Peoples.” <i>Melbourne University Law Review</i> 39, no. 3 (2016): 981-1002. UNPFII Factsheet & Workshop backgrounder
2: Jan. 20 (Sync - MS Teams)	Reading Workshop: Indigeneity & Pluriversalism in Latin America + Librarian visit to discuss ‘Search & Share’	n/a	<ul style="list-style-type: none"> Merino, Roger. <i>Socio-Legal Struggles for Indigenous Self-Determination in Latin America: Reimagining the Nation, Reinventing the State</i>. London: Routledge, 2021. https://doi.org/10.4324/9781003129325. [Chapter 2] Morrissey, Laura Fano. “The Rise of Ethnic Politics: Indigenous Movements in the Andean Region.” <i>Development</i> 52, no. 4 (2009): 495-99. Rice, Roberta. <i>The New Politics of Protest: Indigenous Mobilization in Latin America’s Neoliberal Era</i>. Tucson: University of Arizona Press, 2012. https://muse.jhu.edu/book/22591. [Chapter 5: Bolivia]
3: Jan. 27	Indigenous peoples in Africa	Reading Annotation	<ul style="list-style-type: none"> Hodgson, Dorothy L. “Becoming Indigenous in Africa.” <i>African Studies Review</i> 52, no. 3 (December 2009):

			<p>1-32. https://doi.org/10.1353/arw.0.0302.</p> <ul style="list-style-type: none"> Igoe, Jim. "Becoming Indigenous Peoples: Difference, Inequality, and the Globalization of East African Identity Politics." <i>African Affairs</i> 105, no. 420 (July 1, 2006): 399-420. https://doi.org/10.1093/afraf/adi127. IWGIA, <i>The Indigenous World 2021</i>. Select one of "Botswana", "Central African Republic", "Kenya" or "Uganda"
4: Feb. 3	Saami peoples of Northern Europe	Search & Share	<ul style="list-style-type: none"> IWGIA, "Sápmi" in <i>The Indigenous World 2021</i>. 506-519. [Sakai] Lawrence, Rebecca. "Internal Colonisation and Indigenous Resource Sovereignty: Wind Power Developments on Traditional Saami Lands." <i>Environment and Planning D: Society and Space</i> 32, no. 6 (2014): 1036-53. https://doi.org/10.1068/d9012. Saami Conference, Tråante Declaration (2017) [Sakai]
5: Feb. 10	Indigenous recognition in Oceania	Reading Annotation	<ul style="list-style-type: none"> Hobbs, Harry. "The Road to Uluru: Constitutional Recognition and the UN Declaration on the Rights of Indigenous Peoples." <i>Australian Journal of Politics & History</i> 66, no. 4 (2020): 613-32. https://doi.org/10.1111/ajph.12707. Howard-Wagner, Deirdre, Maria Bargh, and Isabel Altamirano-Jiménez, eds. <i>The Neoliberal State, Recognition and Indigenous Rights: New Paternalism to New Imaginings</i>. Vol. 40. ANU Press, 2018. http://www.jstor.org/stable/j.ctv5cg_bkm. [Chapter 4, Sakai] Lightfoot, <i>Global Indigenous Politics</i>, Chapter 6.
6: Feb. 17	International engagements & Fourth Worldism	Research Proposal due	<ul style="list-style-type: none"> Lightfoot, <i>Global Indigenous Politics</i>, Chapter 3. Costa, Ravi de. "Cosmology, Mobility and Exchange: Indigenous Diplomacies before the Nation-state." <i>Canadian Foreign Policy Journal</i> 13, no. 3 (2007): 13-28.

			<p>https://doi.org/10.1080/11926422.2007.9673440.</p> <ul style="list-style-type: none"> Manuel, George. <i>The Fourth World: An Indian Reality</i>. Minneapolis, Minnesota: University of Minnesota Press, 2018. [selections on Sakai]
7: Feb. 24	Reading Week: NO CLASS		
8: Mar. 3	Inuit Circumpolar Conference	Reading Annotation	<ul style="list-style-type: none"> Wilson, Gary N. "Inuit Diplomacy in the Circumpolar North." <i>Canadian Foreign Policy Journal</i> 13, no. 3 (2007): 65-80. https://doi.org/10.1080/11926422.2007.9673443. Saami Council & Alfred-Wegener-Institut, Arctic Indigenous Peoples [Sakai] Wilson, Gary N., and Heather A. Smith. "The Inuit Circumpolar Council in an Era of Global and Local Change." <i>International Journal: Canada's Journal of Global Policy Analysis</i> 66, no. 4 (2011): 909-21. https://doi.org/10.1177/002070201106600417.
9: Mar. 10 (Sync - in person)	Research Assignment Peer Workshop	n/a	n/a
10: Mar. 17	International Indigenous Rights I: Self-determination	Reading Annotation	<ul style="list-style-type: none"> Corntassel, Jeff. "Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse." <i>Alternatives</i> 33, no. 1 (January 1, 2008): 105-32. https://doi.org/10.1177/030437540803300106. Rigney, Sophie. "On Hearing Well and Being Well Heard: Indigenous International Law at the League of Nations." <i>Third World Approaches to International Law Review</i>, no. 2 (2021): 122-53. Available: https://twailr.com/twail-review/issue-2-2021/sophie-rigney-on-hearing-well-and-being-well-heard-indigenous-international-law-at-the-league-of-nations/

11: Mar. 24	International Indigenous Rights II: UNDRIP	Search & Share	<ul style="list-style-type: none"> • Claridge, Lucy. “The Approach to UNDRIP within the African Regional Human Rights System.” <i>The International Journal of Human Rights</i> 23, no. 1-2 (2019): 267-80. https://doi.org/10.1080/13642987.2019.1609761. • Lightfoot, <i>Global Indigenous Politics</i>, Chapter 2 & 4.
12: Mar. 31	International Indigenous Rights III: UNDRIP	Reading Annotation	<ul style="list-style-type: none"> • Lightfoot, <i>Global Indigenous Politics</i>, Chapter 5. • Selections from: Pulitano, Elvira, ed. <i>Indigenous Rights in the Age of the UN Declaration</i>. Cambridge, UK ; New York: Cambridge University Press, 2012. [Sakai] • Gómez Isa, Felipe. “The UNDRIP: An Increasingly Robust Legal Parameter.” <i>The International Journal of Human Rights</i> 23, no. 1-2 (2019): 7-21. https://doi.org/10.1080/13642987.2019.1568994.
13: Apr. 7	Where to next & Wrap-up	Research Assignment due	<ul style="list-style-type: none"> • Burger, Julian. “After the Declaration: Next Steps for the Protection of Indigenous Peoples’ Rights.” <i>The International Journal of Human Rights</i> 23, no. 1-2 (February 7, 2019): 22-33. https://doi.org/10.1080/13642987.2018.1562916. • Lightfoot, <i>Global Indigenous Politics</i>, Chapter 8.

Late Submission Policy:

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are typically **5 percentage points** per day in cases where students have not discussed an extension with me. However, extensions are readily available so please do not hesitate to ask either myself or one of the TAs. Extensions do not need to be discussed in situations where accommodations are required. See section on accommodations.

COMPASSIONATE MEDICAL ABSENCES:

If you require academic consideration because of an incapacitating medical condition, please inform your instructor(s), as soon as possible, of your inability to complete your work. Given our challenging times related to COVID-19, requests for extensions on assignments due to illness or caring for others with illness will be given case by case consideration for extensions. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).

Relationship between attendance and grades:

Students are expected to participate in discussions relating to course materials (either in seminar or through Sakai discussion boards), and must submit all assignments in order to pass this course.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

March 4, 2022 is the date for withdrawal from the course without academic penalty.

February 25, 2022 is the date you will be notified of 15% of your course grade.

February 21-25, 2022 is/are the scheduled reading week(s).

April 11, 2022 is set aside for designated reading days (these may be used to cover classes missed because of adverse weather).

April 12-26, 2022 are set aside for formal examination periods.

Academic Integrity:

Academic misconduct:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties. Information on what constitutes academic integrity is available at <https://brocku.ca/academic-integrity/>

Plagiarism checks:

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Special Accommodation:

The University is committed to fostering an inclusive and supportive environment for all students and will adhere to the Human Rights principles that ensure respect for dignity, individualized accommodation, inclusion and full participation. The University provides a wide range of resources to assist students, as follows:

- a) If you require academic accommodation because of a disability or an ongoing health or mental health condition, please contact Student Accessibility Services at askSAS@brocku.ca or 905 688 5550 ext. 3240.
- b) If you require academic accommodation because of an incapacitating medical condition, you must, as soon as practicable, inform your instructor(s) of your inability to complete your academic work. You must also submit a Brock University Student Medical Certificate (found at <https://brocku.ca/registrar/toolkit/forms>). The University may, at its discretion, request more detailed documentation in certain cases. If you are unable to write a scheduled examination due to an incapacitating medical condition, you must follow the process set out in the [Faculty Handbook III:9.4.1](#).
- c) If you are experiencing mental health concerns, contact the Student Wellness and Accessibility Centre. *Good2Talk* is a service specifically for post-secondary students, available 24/7, 365 days a year, and provides anonymous assistance: <http://www.good2talk.ca/> or call 1-866-925-5454. For information on wellness, coping and resiliency, visit: <https://brocku.ca/mental-health/>
- d) If you require academic accommodation on religious grounds, you should make a formal, written request to your instructor(s) for alternative dates and/or means of satisfying requirements. Such requests should be made during the first two weeks of any given academic term, or as soon as possible after a need for accommodation is known to exist.

e) If you have been affected by sexual violence, the Human Rights & Equity Office offers support, information, reasonable accommodations, and resources through the Sexual Violence Support & Education Coordinator. For information on sexual violence, visit [Brock's Sexual Assault and Harassment Policy](#) or contact the Sexual Violence Support & Response Coordinator at humanrights@brocku.ca or 905 688 5550 ext. 4387.

f) If you feel you have experienced discrimination or harassment on any of the above grounds, including racial, gender or other forms of discrimination, contact the Human Rights and Equity Office at humanrights@brocku.ca.