



## **POLI 4532/5532: Indigenous Global Politics**

**Winter 2021**

Professor Leah Sarson

Schedule: Wednesdays, 2:35-5:25 pm  
Location: Online via Brightspace  
Office Hours: Online, by appointment  
Email: Leah.Sarson@dal.ca  
Website: Brightspace

*A note for winter 2021: We are in extraordinary times and many of us are confronting extraordinary and very difficult circumstances. My focus this term is your academic success. If you are unable to complete course work or encounter other obstacles this term, please do not hesitate to reach out as soon as possible.*

### **COURSE DESCRIPTION**

This course introduces students to topics of Indigenous governance, power, and self-determination in a global perspective. It examines how Indigenous peoples participate in contemporary global politics, challenging conventional approaches to the scholarship and practice of international relations, including the relationship between foreign/domestic. We explore the contradictions of the state as it relates to Indigenous peoples and alternatives to the current international system as expressed by Indigenous scholars, recognizing that these “alternatives” may not be alternative to the peoples and cultures where these ways of knowing and being originate. We will ground our discussions in the context of colonialism past and present, highlighting Indigenous peoples’ resistance to colonialism and state violence, as well as relationships between decolonization and self-determination.

With a global outlook, topics discussed in the course include Indigenous rights, Indigenous transnational activism, lands and resources, and international law. We consider issues like the role of Indigenous participants in the Arctic Council, the evolution of the United Nations Declaration on the Rights of Indigenous Peoples, the international affairs of the Grand Council of the Crees in Quebec (Eeyou Istchee), or the long fight for Mapuche autonomy in Chile. Inspired by key themes in the study of International Relations, the overall objective of the course is to understand and reflect on the transformative effects of Indigenous global politics on the world around us.

### **Learning Objectives:**

1) Analyze and deconstruct key terms, concepts, and themes, such as Indigenous rights, self-determination, and land;

- 2) Critically assess the multifaceted interrelationships between and across Indigenous nations and global politics, decolonization and self-determination, and local, state, and international actors;
- 3) Develop, explore, and communicate your own perspectives and research interests related to the field, both in the classroom environment and in your written work;
- 4) Recognize that while we have not all experienced colonization in the same ways, we are all implicated in the settler colonial present.

### **Course Materials**

A textbook is not required for this course. Most journal articles and news media are available on the library website and most book chapters are available on our Brightspace page. I will not post scholarly articles readily available on the Dal library website because learning to access scholarly material is an essential element of a university education. The librarians are available if you have trouble sourcing articles. Some weeks will be heavier than others, but you can expect to read around 75+ pages per week of scholarly material and popular media, view videos, listen to podcasts, review lecture slides, and complete small, regular assignments.

### **Communication with the Professor**

In all email communications with me, please include POLI 4532/5532 in the subject line and proper greetings and salutations. Always sign-off with your full name. I will do my best to respond in 24 hours.

Office hours are by appointment. Please use the Booking app on our Brightspace page. We will be using Brightspace. Please check it regularly for announcements, assignments, and other resources.

### **Assessment**

This course is offered to both fourth-year and master's students. Master's students are expected to meet enhanced requirements described below.

- 1) Course engagement (participation) = 20%
- 2) Reflection journals – 8 x 5% = 40% (Due +/- one week of the selected week. E.g., reflections related to the February 3 readings are due by February 10. Please submit under the appropriate topic under the “Discussions” tab.)
- 3) Poster project (UG)/term paper (M) = 40% (Poster Project and Proposals due April 2. Final papers for grad students due April 23. Please submit to the folder on BS.)

### **Assignments**

- 1) Course Engagement (participation)

This is a seminar and students will be assessed on their contributions to the discussions, either in synchronous settings or on online discussion boards. You will be assessed on the depth of your contributions, your ability to explore ideas and put puzzle pieces together, and the frequency/length of your contributions.

## 2) Reflection Journals

**Undergraduate students:** The reflection journal is an exercise designed to help you dissect and engage with scholarly work. Every week you select (choose 8 weeks), you must compose a journal entry reflecting on what you learned from the readings and other media assigned that week. Your objectives are to analyze the argument(s) at the centre of the readings and develop your own perspective in response to those ideas. These are not summaries or discrete analyses of each reading, but rather a chance to develop your ideas and articulate your perspective. For instance, did you find the argument compelling, what questions were raised by the text, etc. These should be about 500 words (2 pages), double-spaced, with a one-inch margin, size 12 font, single-sided.

**Graduate students:** At the master's level, these responses ask students to draw on at the readings and other media from the selected week (choose 8 weeks). Students will analyze the readings, identify a common thread between the scholars, and develop that thread into an original argument. These are not summaries or discrete analyses of each reading, but rather a chance to develop your ideas and articulate your perspective. Students should reference the readings throughout the paper as they execute their argument. Papers should be 500-750 words (2-3 pages), double-spaced, with a one-inch margin, size 12 font, single-sided.

## 3) Poster/Paper

**Undergraduate students:** Students will develop a virtual poster (e.g., using PowerPoint) that presents the outline of a paper. The poster will include your topic, research question, analytical framework, preliminary literature review, thesis, evidence, and a general roadmap of how you would develop the paper if you were completing it. This represents a significant investment of time and energy, as reflected in the percentage of your final mark.

**Graduate students:** Students will develop a proposal including the topic, research question, analytical framework, preliminary literature review, thesis, evidence, and a general roadmap. This is worth 10% of your final mark. They will then submit a term paper incorporating comments. Final papers will be 12 pages and worth 30% of your final mark. Please see the Brightspace page for further details.

Letter grades have a grade point assigned that is used to calculate your GPA (Grade Point Average). The following table explains and defines Dalhousie's grading system and shows the GPA value that corresponds with each letter grade. Please note that this scale applies to undergraduate students only. Graduate students should be aware that a final grade below a B- constitutes an F.

Grade	Grade Point Value		Definition	Notes
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		

D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

## Academic Integrity

At Dalhousie University, we are guided in our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met. We will be using Urkund in this class as a tool to avoid academic integrity issues.

In your work, please be sure to:

- Make sure you understand Dalhousie's policies on academic integrity. Please visit [http://www.dal.ca/dept/university\\_secretariat/academic-integrity/academic-policies.html](http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- Do not cheat in examinations or write an exam or test for someone else.
- Clearly indicate the sources used in your written or oral work (including diagrams, videos, etc.).
- Do not use the work of another from the Internet or any other source and submit it as your own.
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source.
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from all instructors involved.
- This is not a comprehensive list. If you are ever unsure about any aspect of your academic work, please contact me or a TA. The library also offers services to help you ensure your academic integrity.
- Academia can be incredibly stressful. Whatever you do, do not be tempted to plagiarize or otherwise cheat. It is not worth it. Instructors are required to report every suspected offence.

## **Classroom Etiquette**

This virtual classroom is a safe, equitable, and professional learning environment, in which students are encouraged to express their views in a collegial and respectful manner. To maintain a healthy learning environment, there is a zero-tolerance policy on discrimination and harassment of any sort.

If you think you will be unable to submit an assignment on-time, please contact me as soon as possible to discuss alternative arrangements. I recognize that this is an unprecedented time and do not wish to penalize anyone.

For students experiencing or anticipating barriers to their learning environments or other issues, please see the Accommodations Office. Accommodation levels the playing field to support your success. It reduces or removes barriers to your learning to ensure fair and equitable access to your classroom, testing or co-op/fieldwork environments. Accommodations can be introduced when a protected characteristic (as defined by provincial human rights legislation) may place you at a disadvantage compared to other students who are not affected by a protected characteristic. I encourage these students to work with the office to ensure that their needs are met.

If you face a serious unexpected challenge during the course for which you require special accommodations, please notify me as far in advance as possible.

## **SCHEDULE AND ASSIGNED READINGS**

### **January 13: Introduction**

Tuhiwai Smith, Linda. 2012. "Introduction and Chapter 1," *Decolonizing Methodologies: Research and Indigenous Peoples*. Zed Books. (N.B. This book is available as an e-book on the library website. I recommend that you peruse the entire book.)

Indigenous Foundations, <https://indigenousfoundations.arts.ubc.ca> (Please browse, paying particular attention to the "Identity" tab.)

International Work Group for Indigenous Affairs. "The Indigenous World." 2018. <https://www.iwgia.org/images/documents/indigenous-world/indigenous-world-2018.pdf> (Please browse.)

### **January 20: Colonialism and State Violence**

Altamirano-Jiménez, Isabel. "Communality as Everyday Indigenous Sovereignty in Oaxaca, Mexico," In Routledge Handbook of Critical Indigenous Studies, eds. Brendan Hokowhitu, Aileen Moreton-Robinson, Linda Tuhiwai-Smith, Chris Andersen, Steve Larkin, Routledge: 337-346.

Henderson, James Sa'ke'j Youngblood. 2008. Chapter 2, "The Legacy of Empire" and Chapter 3, "The Failure of Decolonization for the Indigenous Others." *Indigenous Diplomacy and the Rights of Peoples*. UBC Press, 13-29.

Rutazibwa, Olivia U., and Shilliam, Robbie. *Routledge Handbook of Postcolonial Politics*. First ed. London: Taylor and Francis, 2018. Chapters 2-3 (pages 19-31). Available on the Dal library website.

### **January 27: Indigenous Identity**

Bennett Collins, Meghan C. Laws & Richard Ntakirutimana (2020), “Becoming “Historically Marginalized Peoples”: examining Twa perceptions of boundary shifting and re-categorization in post-genocide Rwanda,” *Ethnic and Racial Studies*, 1-19.

Vowel, Chelsea, “Caught in the Crossfire of Blood Quantum Reasoning,” In *Indigenous Writes*, Highwater Press, 2016: 73-80.

Weaver, Hilary N. “Indigenous Identity: What Is It, and Who Really Has It?” *American Indian Quarterly*, vol. 25, no. 2, 2001, pp. 240–255.

Singh P. “Global configurations of indigenous identities, movements and pathways.” *Thesis Eleven*. 2018;145(1):10-27

Wang, Linzhu, “The Definition of Indigenous Peoples and Its Applicability in China,” *International Journal on Minority and Group Rights* 22, no. 2 (2015): 232-258

### **February 3: Land**

Coulthard, Glen. 2014. “Introduction: Subjects of Empire.” *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, 1-15.

\*\*\*Graduate students should endeavour to read the Coulthard book in its entirety.

Rosita Kaaháni Worl and Heather Kendall-Miller, “Alaska’s Conflicting Objectives,” *Daedalus* 2018 147:2, 39-48

Women’s Earth Alliance and Native Youth Sexual Health Network. Introduction and Chapter One. “Violence on The Land, Violence on Our Bodies: Building an Indigenous Response to Environmental Violence.” Online:

<http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf>

CBC, The Doc Project, 2020. “Canada declared the Sinixt extinct. But the Sinixt say they are alive and well.” <https://www.cbc.ca/radio/docproject/canada-declared-the-sinixt-extinct-but-the-sinixt-say-they-are-alive-and-well-1.5428244>

### **February 10: Self-Determination**

Corntassel, Jeff. 2008. “Toward Sustainable Self-Determination: Rethinking the Contemporary Indigenous-Rights Discourse. *Alternatives* 33, 105–132

Alfred, Taiaiake. 2005. “Sovereignty.” In *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*. Ed. Joanne Barker. Lincoln and London: University of Nebraska Press.

Eds. Brendan Hokowhitu, Aileen Moreton-Robinson, Linda Tuhiwai-Smith, Chris Andersen, Steve Larkin, 2021. *Routledge Handbook of Critical Indigenous Studies*. Routledge. Chapters 19, 20, &26 (pages 257-282, and 347-362).

## **February 24: Indigenous Globalism and Global Indigenism**

Lightfoot, Sheryl. 2016. "Introduction," *Global Indigenous Politics: a Subtle Revolution*, Routledge.

Roy, Raja Devasish, 2016. "International Human Rights Standards and Indigenous Peoples' Land and Human Rights in Asia, In *Handbook of Indigenous Peoples' Rights*, eds. Corinne Lennox and Damien Short. Routledge.

Beier, Marshall. 2007. "Inter-National Affairs: Indigeneity, Globality and the Canadian State." *Canadian Foreign Policy* 13, no. 3:121-131

Lindroth M., Sinevaara-Niskanen H. (2018) At Home in International Politics. In: *Global Politics and Its Violent Care for Indigeneity*. Palgrave Macmillan

Radio New Zealand, "New Foreign Affairs Minister Nanaia Mahuta Says She Can Do Job Differently," 3 November 2020. <https://www.rnz.co.nz/news/political/429737/new-foreign-affairs-minister-nanaia-mahuta-says-she-can-do-job-differently>

## **March 3: Gender and Indigeneity**

Kuokkanen, Rauna. 2015. "Gendered Violence and Politics in Indigenous Communities: The Cases of Aboriginal People in Canada and Sámi Women in Scandinavia." *International Feminist Journal of Politics* 17:2, 271-288.

Donaldson, Laura E. 2011. "But we are your mothers, you are our sons": Gender, Sovereignty, and the Nation in Early Cherokee Women's Writing. *Indigenous Feminism: Theorizing the Issues*. Eds Shari M. Huhndorf and Cheryl Suzack. University of Washington Press.

Radcliffe S.A. 2002. "Indigenous Women, Rights and the Nation-State in the Andes." *Gender and the Politics of Rights and Democracy in Latin America*. Eds Craske N., Molyneux M. Women's Studies at York Series. Palgrave Macmillan.

Williamson, Tara. "Why gender is such a critical part of the national MMIW inquiry," CBC, March 8, 2017, <https://www.cbc.ca/2017/why-gender-is-such-a-critical-part-of-the-national-mmiw-inquiry-1.4013949>

## **March 10: Film Festival**

### **March 17: Indigenous Diplomacies**

Simpson, Leanne. 2008. "Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships." *Wicazo Sa Review*, 23.3, 29-42.

Stewart-Harawira, Makere. 2009. "Responding to a Deeply Bifurcated World: Indigenous Diplomacies in the Twenty-First Century." *Indigenous Diplomacies*. Ed. M. Beier, 207-223.

\*\*\*Graduate students should endeavour to read *Indigenous Diplomacies* in its entirety.

Bedford, D. and Workman, T., 1997. "The Great Law of Peace: Alternative inter-nation (al) practices and the Iroquoian Confederacy." *Alternatives*, 22(1), pp.87-111.

Wilson, Gary. 2020. "Indigenous Internationalism in the Arctic," *The Palgrave Handbook of Arctic Policy and Politics*, eds. Ken S. Coates and Carin Holroyd, Palgrave: 27-40.

### **March 24: Alternatives to the State**

Bruyneel, Kevin. 2007. "Introduction." *The Third Space of Sovereignty: The Postcolonial Politics of U.S.-Indigenous Relations*. University of Minnesota Press.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).

Gilio-Whitaker, Dina. 2015. "Idle No More and Fourth World Social Movements in the New Millennium." *South Atlantic Quarterly*, 114 (4): 866-877.

### **March 31: Resurgence, Resistance, and Resilience**

von der Porten S, Corntassel J, Mucina D. "Indigenous nationhood and herring governance: strategies for the reassertion of Indigenous authority and inter-Indigenous solidarity regarding marine resources." *AlterNative: An International Journal of Indigenous Peoples*. 2019;15(1):62-74.

Sherman, Paula. 2010. "Picking up the Wampum Belt as an Act of Protest," *Alliances: re/envisioning Indigenous-non-Indigenous relationships*, edited by Lynne Davis. imprintToronto: University of Toronto Press

Kuokkanen, Rauna, 2021. "Ellos Deatnu and post-state Indigenous feminist sovereignty," In *Routledge Handbook of Critical Indigenous Studies*, eds. Brendan Hokowhitu, Aileen Moreton-Robinson, Linda Tuhiwai-Smith, Chris Andersen, Steve Larkin. Routledge: 310-323.

### **April 7: Debrief**

*Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.*