

**PSCI 3809 B**  
**GLOBAL INDIGENOUS POLITICS**  
Thursday 11.35 am - 2.25 pm

**Instructor: Gopika Solanki**

**Office Hours on Zoom: Wednesday, 4- 5 pm by appointment; Thursday 3-4 pm drop in**

**Email : [gopika.solanki@carleton.ca](mailto:gopika.solanki@carleton.ca)**

**COURSE DESCRIPTION**

The course combines an overview of regional and international developments in indigenous politics with case studies across the globe. The theoretical sections introduce students to key debates on indigeneity and colonialism and postcolonial and decolonial theory and politics. The first half of the empirical section is structured around these questions: what factors explain the diverse trajectories of construction and mobilization of indigenous rights and institutional arrangements in varied empirical locations? What are the politics of indigenous resistance? The second part of the empirical section traces indigenous politics in international organizations, especially the United Nations and the International Labor Organization. The final part of the course is thematically designed and discusses issues of land, self-determination and governance, multiculturalism and legal pluralism, development and environmental politics, and gender. The course draws upon debates and literature across sub-fields and disciplines.

**LEARNING OBJECTIVES AND OUTCOMES**

Students are expected to demonstrate comparative knowledge of issues and concerns that are of major significance to indigenous groups in the global context

Students are able to analyze the impact of colonialism, postcolonial state formation and state-building and capitalism on subjectivities, livelihoods, and lives of indigenous societies

Students are able to understand indigenous resistance and activism aimed toward shaping decolonial futures

Students will demonstrate an informed understanding of the role of contemporary national and international organizations and laws in shaping indigenous rights and activism in diverse indigenous societies

Students will engage in critical conversations over a range of contemporary debates on issues related to land, environment, self-determination, legal pluralism and multiculturalism, and indigenous-settler relations

Students will gain skills such as drafting letters to Members of Parliaments, advocacy work, writing and documentation, and debates

Students will learn to work in teams through in-class group work

Students will demonstrate evidence-based reasoning and analytical writing skills

## **READINGS**

All assigned readings are available on Ares.

## **COURSE FORMAT**

### **Lectures**

This course is organized around synchronous lectures, group discussions, and in-class activities. Lectures will comprise the first half of each class. We will use the zoom break out feature for group discussions in the second half of the class. You will be responsible for regular attendance at lectures and group discussions on Zoom. You are expected to have all relevant readings and reading notes with you while attending lectures and group discussions. A variety of tools will be used to achieve classroom engagement including films, videos, a variety of texts, and guest lectures. Group discussions are meant to help you identify the main arguments and the significance of each reading with respect to the overarching themes of the course. You will be assigned discussion questions and activities which draw upon and expand the assigned course materials. Group discussions *begin on Week 2 (January 20) and end on Week 12 (April 7).*

### **Intellectual property**

Materials created for this course (including presentations, powerpoint presentations, notes, assignments and exams) remain the intellectual property of the instructor. They are intended for personal use and may not be reproduced or redistributed in any form.

## EVALUATION AT A GLANCE

Assignment	Due Date	Weight
Midterm	February 17	20%
Summary	Ongoing	10%
Attendance	Ongoing	10%
Participation	Ongoing; Cumulative	10%
Final Exam	April 28	25%
Research Essay	April 7	25%

## COURSE REQUIREMENTS AND GRADING CRITERIA

You will be evaluated on the following six graded components:

- **Midterm Examination (20%)** This exam is based on course lectures, readings, and group discussions to date. The exam includes one long essay type question and two short questions. It will be distributed one week in advance of the due date. Your answers should demonstrate the grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, double spaced) to the long question. Short Answers are no longer than one page, double-spaced. No additional reading or research is required beyond the syllabus and class lectures. The midterm is *DUE by 5pm ET on Brightspace, on February 17.*
- **Essay (25%)** due in class on April 7. You may choose a topic or explore topics of your choice in consultation with the TA or the instructor. Your essay should be related to major themes covered in class and show insight into the issues that goes beyond what has been covered in class. Essays will be graded on the grasp of the relevant materials, the ability of synthesize academic literature and articulate research question/s, the strength of evidence supporting the argument, the logical consistency of the material, and clear writing style. Essays should be approximately 12-15 pages (double-spaced) in length. Essays should be formatted for 1-inch margins, use a standard 12 pt font (e.g., Times New Roman, Arial, Calibri), include page numbers, and consistent adhere to an accepted citation style (MLA, APA, Chicago, etc). Essays should also include a separate title page with an original title, the student's name, Carleton ID number, the class name, and the instructor's name. Essays must also include a properly formatted bibliography that cites a minimum of thirteen credible academic sources. Late essays will be

accepted until April 12. A cumulative penalty of 2 marks per day will be applied to late submissions. If you have a medical certificate or other documentary evidence, your late paper can be exempted from the penalty.

- **Attendance (10%)** You are expected to come to the class having done the readings. You should be prepared to ask questions, discuss the content of the readings, and share relevant analytical points and observations.
- **Participation in Group Discussions and Classroom Activities (10%)**  
You should attend and participate actively in all group discussions. You will be split into different groups during most sessions and assigned discussion questions and in-class activities. The goal is for each group to take a few minutes to reflect on the key ideas of the readings, gather perspectives around the assigned questions and discuss them internally as well as with the broader group. The notes taken during group discussions (roughly 5-7 sentences per discussion question) should be submitted to me every week and these will count toward your participation grade. All groups are responsible for submitting their notes and materials related to in class activity after each session. All group members will receive identical marks.
- **Summary Abstract (10%)**  
Over the course of the semester, you must submit one short (750-1000 words) summary of one reading of your choice. Your summary should extract key pieces of information and arguments from the reading and organize them into a short narrative in your own words. You can also link the key points of the reading to other readings and themes covered that week. Your summary should be posted on Brightspace on Thursday before class. You will be graded on the timely submission of the summary and on the grasp and presentation of the main arguments of the reading.
- **Final exam (25%).** Due on April 28<sup>th</sup>. The take-home final examination is non-cumulative. The exam will emphasize the course readings, discussions, and course lectures of the latter half of the course. The final exam will be distributed on 24<sup>th</sup> March. The final exam will include two long questions and about three to four short questions. Your answers should demonstrate the grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, double spaced) to the long questions. Short Answers are no longer than one page, double-spaced. No additional reading or research is required beyond the syllabus and class lectures. The final exam is *DUE by 5pm ET on Brightspace, on April 28.*

**Note:** Each assignment is graded out of 100 marks. A penalty of two marks per day will be deducted from the grade for late submissions. The penalty might be waived if you have a medical certificate or other documentary evidence to excuse missing the deadline. Students who cannot participate in the group conference because of valid reasons, will be required to produce a 750-word (max) summary comparing the week's texts (the summary should consider similarities or differences in arguments). This must be handed in within seven days (by next Wednesday). Failure to hand this in by Thursday will result in 2 mark taken off (out of 20) for attendance and participation.

## **COURSE SCHEDULE**

### **January 13**

#### **Introduction and Overview**

**Film:** *Gather* (available on Kanopy)

#### **Recommended Readings**

Sylvain, Renée. 2014. "Essentialism and the Indigenous Politics of Recognition in Southern Africa." *American Anthropologist* 116(2): 251–64.

Slezkine, Yuri. 1994. *Arctic Mirrors: Russia and the Small Peoples of the North*. Ithaca: Cornell University Press. Introduction.

### **January 20**

#### **Colonialism**

Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8(4): 387-409.

Mignolo Walter. 2009. Epistemic Disobedience, Independent Thought and Decolonial Freedom. *Theory, Culture & Society* 26(7-8):159-181.

### **January 27**

#### **State Formation: Case Studies**

*Australia, Canada, New Zealand*

Lorenzo Veracini. 2008. "Settler Collective, Founding Violence and Disavowal: The Settler Colonial Situation." *Journal of Intercultural Studies* 29(4): 365-379.

Simpson, Audra. 2017. "The Ruse of Consent and the Anatomy of Refusal: Cases from Indigenous North America and Australia." *Postcolonial Studies* 20(1): 18-33.

**February 3****State Formation: Case Studies*****Australia, Canada, New Zealand***

Bentley, Tom. 2019. "Settler State Apologies and the Elusiveness of Forgiveness: The Purification Ritual That Does Not Purify." *Contemporary Political Theory* 1(3): 381–403.

Bell, Avril. 2016. "Decolonizing Conviviality and 'Becoming Ordinary': Cross-Cultural Face-to-Face Encounters in Aotearoa New Zealand." *Ethnic and Racial Studies* 39(7): 1170–1186.

**February 10****Indigenous Rights and International Organizations**

Crawhall, Nigel 2011. Africa and the UN Declaration on the Rights of Indigenous Peoples. *The International Journal of Human Rights* 15(1): 11-36.

Rombouts, S.S. 2017. "The Evolution of Indigenous Peoples' Consultation Rights under the ILO and U.N. Regimes." *Stanford Journal of International Law* 53(2): 169-224.

**February 17****State Formation and Indigeneity****Latin America**

Jackson, Jean and Kay B. Warren. 2005. "Indigenous Movements in Latin America, 1992-2004: Controversies, Ironies, New Directions." *Annual Review of Anthropology* 34(1): 549–573.

Paredes, M and Došek, T. 2020. The Subnational Indigenous Quota in Peru: The Paradoxes of Political Representation. *Latin American Politics and Society* 62(3): 123-148.

**February 24****Winter Break. No Classes.****March 3****State Formation and Indigeneity**

## **Asia**

- Shah, Alpa. 2007. The Dark side of Indigeneity? Indigenous People, Rights and Development in India. *History Compass* 5(6): 1806–1832.
- Spivak, Gayatri. 1981. “Draupadi by Mahasweta Devi.” *Critical Inquiry* 8(2): 392-402.
- McMurry, Nina. 2021. “From Recognition to Integration: Indigenous Autonomy, State Authority, and National Identity in the Philippines.” *The American Political Science Review*: 1–17.

## **March 10**

### **Land and Indigeneity**

#### **Guest Lecture**

- Povinelli, Elizabeth. 1999. “Settler Modernity and the Quest for an Indigenous Tradition.” *Public Culture* 11(1): 19-48.
- Borrows, John. 2001. “Listening for a Change: The Courts and Oral Tradition,” *Osgoode Hall Law Journal* 39: 1–38.
- Tania Murray Li. 2010. “Indigeneity, Capitalism, and the Management of Dispossession.” *Current Anthropology* 51(3): 385-414.

## **March 17**

### **Environment and Development**

#### **Film Screening: *Crude***

- Belfer, Ella et al. 2019. “Pursuing an Indigenous Platform: Exploring Opportunities and Constraints for Indigenous Participation in the UNFCCC.” *Global Environmental Politics* 19(1): 12–33.
- Tysiachniouk, Maria S et al. “Indigenous-Led Grassroots Engagements with Oil Pipelines in the U.S. and Russia: The NoDAPL and Komi Movements.” *Environmental Politics* 30.6 (2021): 895–917.

## **March 24**

### **Self-Determination and Indigenous Governance**

- Evans, Laura E. 2011. “Expertise and Scale of Conflict: Governments as Advocates in American Indian Politics.” *The American Political Science Review* 105(4): 663–682.

Gulzaar, Saad, Nicholas Haas, and Benjamin Pasquale. 2020. "Does Political Affirmative Action Work, and for Whom? Theory and Evidence on India's Scheduled Areas." *The American Political Science Review* 114(4): 1–17.

## **March 31**

### **Multiculturalism and Legal Pluralism**

Coulthard, Glen S. 2007. "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory* 6(4): 437–460.

Sieder, Rachel. 2020. "To Speak the Law': Contested Jurisdictions, Legal Legibility, and Sovereignty in Guatemala." *Political and Legal Anthropology Review* 43(2): 334–351.

## **April 7**

### **Gender**

Huhndorf, Shari M. 2021. "Scenes from the Fringe: Gendered Violence and the Geographies of Indigenous Feminism." *Signs: Journal of Women in Culture and Society* 46(3): 561–587.

J. Kēhaulani Kauanui. 2008. "Native Hawaiian Decolonization and the Politics of Gender." *American Quarterly* 60(2): 281–287.

## **Appendix**

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### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).



All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **Requests for Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student

participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation,

including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.

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