

**CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY**

Session I: June 8-12, 2020

**PCD-5390C Indigenous Politics, Land, and Globalization
Graduate Course Syllabus**

Instructor: Professor Rauna Kuokkanen, PhD

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Lecture times: 8:30am-5pm, Monday to Friday

Office hours: After class

Last date for voluntary withdrawal without academic penalty: **July 15, 2020**

COURSE DESCRIPTION

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

OBJECTIVES

After successful completion of this course students should have:

1. Examine the political, social, economic and cultural impacts of globalization from an indigenous peoples' perspective;
2. Identify and describe the main human rights mechanisms protecting indigenous rights;
3. Identify and describe Indigenous women's critiques and conceptions of self-determination; and,
4. Assess the relationship between self-determination and gender in Indigenous politics

REQUIRED TEXTBOOK(S)

**It is the participant's responsibility to order texts ahead of time, whether online, as e-books, or from local book-sellers.*

Kuokkanen, Rauna (2019). *Restructuring Relations: Indigenous Self-Determination, Governance and Gender*. New York, Oxford University Press.

Xanthaki, Alexandra (2007). *Indigenous Rights and United Nations Standards: Self-Determination, Culture and Land*. Cambridge & New York, Cambridge University Press.

TEACHING APPROACH

The course is a seminar in which the discussions of the assigned daily readings form the core. There will also be in-class activities such as small group discussions, problem solving or question-sessions, as well as completing short class presentations based on assigned readings/projects. Students will be expected to keep up with readings and actively engage in-class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course.

Assignments are due as scheduled. Marks will be deducted for lateness (2% per day including weekends), unless previous arrangements have been made with the instructor prior to the due date. Supporting documentation will be required before any extension is granted. Late assignments should be submitted via email directly to the instructor.

ASSIGNMENT SUMMARY

ASSIGNMENT	DUE DATE	VALUE
1. Book review	June 8 (first class)	15%
2. Participation	On-going	20%
3. Oral presentation	June 12 (last class)	10%
4. Final research paper	July 1, 2020	55%

ASSIGNMENT GUIDELINES

1. Book review

Due: June 8 (first class)

Length: 1000-1500 words

Value: 15%

Description: Review of one of the required texts, Kuokkanen's *Restructuring Relations*. The review should consist the following sections: (1) **a concise summary of the content** (relevant description of the topic and its overall perspective, argument, or purpose); and (2) **a critical assessment of the content** (your reactions to the book: what strikes you as noteworthy, book's effectiveness or persuasiveness, and how it enhanced your understanding of the topic).

2. Participation and attendance

Due: On-going

Value: 20%

Description: See attendance requirement below, under “Attendance,” and a breakdown of the participation grade under “Evaluation.”

3. Oral presentation

Due: June 12 (last class)

Length: 8-10 minutes

Value: 10%

Description: Each student gives a brief presentation of their research topic (work in progress) on what they plan to write their final research papers, followed by brief Q&A (all students).

4. Final research paper

Due: July 1, 2020

Length: 20-25 pages, 12-point font (Times New Roman), with two-inch margins around.

Value: 55%

Description: The final research paper allows students to deepen their understanding of a course topic that interests them and write a paper on it. Students choose an issue relating to the course content to write a research paper. The research paper can be either a case study (focusing on particular Indigenous people(s) and/or issue) or a more conceptual/theoretical consideration.

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago, MLA). You may choose the format but whichever you use, be sure to use it properly and consistently. Format: 2-inch margins around, Times font, double-spaced. Submit as Word file.

OTHER REQUIRMENTS

Academic Integrity—All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar. If you still have questions about appropriate referencing and what plagiarism is, a useful tutorial can be found here: <http://www.indiana.edu/~istd/>.

Attendance—In order to maximize the potential of the educational process, and given the intensive nature of CSOP courses, it is necessary that each student attend all classes. On occasion, a student may need to miss some class time. A half-day of class (4 total hours) is the maximum allowable absence, and any student missing more than this may be barred from further class attendance. In such cases the student is responsible to advise the instructor before the class occurs. It is the responsibility of the student to become familiar with all academic policies, including those pertaining to attendance, academic misconduct, and grading.

ACCESSIBILITY

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loepky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204.487.3300 x.340.

In recognition of individuals with asthma, allergies and severe environmental/chemical sensitivities, CMU is striving to become a scent-free campus. Students, staff and guests are asked to refrain from wearing fragrances and scented personal care products at CMU. This includes perfumes, colognes, aftershave and scented hair products. Your cooperation is greatly appreciated by those affected.

EVALUATION

The breakdown of the participation mark is as follows:

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

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

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

D: 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.

Good communication skills are essential for justice and peacebuilding work. Thus, in general, instructors should look for quality writing that adheres to the assignment guidelines, expresses ideas clearly, concisely, and persuasively, and demonstrates engagement with readings and class sessions. All written work should be well informed, well organized and well documented.

Students to take up any concerns or questions regarding grades first with the instructor. If this does not produce a satisfactory result, the student should submit a written appeal to the Registrar (spenner@cmu.ca).

NOTE: Grades are not final until vetted and approved by the Dean's Office.

For more information on CMU policies regarding grades, academic misconduct, appeals, and other matters, please see the *CMU Student Handbook*.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	50-59	1	Marginal
F	0-49	0	Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	<ul style="list-style-type: none"> - has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources 	<ul style="list-style-type: none"> - has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources

STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions
CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable but has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality but lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

EXTENSIONS

The last date within the semester an instructor can grant as an extension is AUG 15. If a student is unable to complete the requirements of a course by this date, the student must submit a written appeal for an “incomplete” to the Registrar’s office (spenner@cmu.ca). The student should seek the instructor’s support for the appeal and must submit it by AUG 16.

If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by AUG 21. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the provisional grade entered alongside the “incomplete” will become the final grade. The maximum extension for courses ending in August is DEC 1.

SCHEDULE, TOPICS & READINGS

This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Monday, June 8: Indigenous self-determination: concept and practice

CSOP Opening

Morning: Indigenous self-determination: concepts and theory

Afternoon: Indigenous self-determination as practice

Readings:

- Chapter 4 in Xanthaki (2007) *Indigenous Rights and United Nations Standards*.
- Anaya, James S. "Self-Determination: A Foundational Principle." *Indigenous Peoples in International Law*. New York & Oxford: Oxford University Press, 1996. 75-96.

Tuesday, June 9: Indigenous collective human rights mechanisms: UNDRIP Case Study

Morning: Cultural and land rights as collective rights

Afternoon: The UN Declaration on the Rights of Indigenous Peoples

Readings:

- *UN Declaration on the Rights of Indigenous Peoples [Available online at http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf]
- Chapters 2 and 3 in Xanthaki (2007) *Indigenous Rights and United Nations Standards*.
- Charters, Claire. "The Legitimacy of the UN Declaration on the Rights of Indigenous Peoples." *Making the Declaration Work: The United Nations Declaration on the Rights of Indigenous Peoples*. Eds. Claire Charters and Rodolfo Stavenhagen. Copenhagen: IWGIA, 2009. 280-303.
- Lennox, Corinne and Jérémie Gilbert (2019). "Towards new development paradigms: The United Nations Declaration on the Rights of Indigenous Peoples as a tool to support self-determined development." *The International Journal of Human Rights* 23(1-2): 104-124.

Wednesday, June 10: Self-determination and the norm of integrity: the land and body sovereignty

Morning: Indigenous feminisms and Indigenous women's critiques of self-determination

Afternoon: The foundational value of self-determination

Readings:

- Chapter 1 in Kuokkanen (2019) *Restructuring Relations*.
- Chapter 6 in Xanthaki (2007) *Indigenous Rights and United Nations Standards*.

- Chapter 3 in Kuokkanen (2019) *Restructuring Relations* AND WEA and NYSHM (2016). *The Violence on the Land, Violence on our Bodies. Building an Indigenous Response to Environmental Violence*. Berkeley & Toronto, Women's Earth Alliance and Native Youth Sexual Health Network.

Thursday, June 11: Gendered violence and Indigenous gender justice

Morning: Gendered violence

Afternoon: Indigenous gender justice

Readings:

- Barker, Joanne (2008). "Gender, Sovereignty, Rights: Native Women's Activism against Social Inequality and Violence in Canada." *American Quarterly* 60(2): 259-266.
- Chapters 5 and 6 in Kuokkanen (2019) *Restructuring Relations*.
- Chapter 1 in Million, Dian (2013). *Therapeutic Nations. Healing in an Age of Indigenous Human Rights*. Tucson, University of Arizona Press.

Friday, June 12: Presentations and Wrap-up

Morning: Oral presentations

Afternoon: Concluding discussion/talking circle

CSOP closing @ 3:00 p.m.

SCHEDULE NOTES

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Class photos will be taken on Monday or Tuesday: plan for 15 minutes for the photo taking.

July 15	The final date to withdraw from the course without academic penalty.
Aug 15	Instructors cannot grant extensions past this date.
Aug 16	The last day for students to appeal in writing to the Registrar's office for extensions past Aug 15.
Aug 21	Last day for instructors to submit grades.