

# Colorado State University

## Department of Political Science

POLS 441: Comparative Indigenous Peoples and Politics in the Americas

Spring 2024

### Instructor

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Office Hours T & Th 3:30-4:30 and Th 9-10  
or by appointment

*Colorado State University acknowledges, with respect, that the land we are on today is the traditional and ancestral homelands of the Arapaho, Cheyenne, and Ute Nations and peoples. This was also a site of trade, gathering, and healing for numerous other Native tribes. We recognize the Indigenous peoples as original stewards of this land and all the relatives within it. As these words of acknowledgment are spoken and heard, the ties Nations have to their traditional homelands are renewed and reaffirmed.*

*CSU is founded as a land-grant institution, and we accept that our mission must encompass access to education and inclusion. And, significantly, that our founding came at a dire cost to Native Nations and peoples whose land this University was built upon. This acknowledgment is the education and inclusion we must practice in recognizing our institutional history, responsibility, and commitment.*

### OVERVIEW

This course compares the relationship between states and Indigenous peoples throughout the Americas. It examines their claims to self-determination, territoriality, and multicultural rights, and explores national and international laws that address Indigenous peoples' rights. Some of the questions the seminar will address include (1) the politics of Indigenous identities and self-identification processes, (2) how Indigenous people organize and transform local and national politics, (3) how Indigenous movements and political parties adapt to or contest national policies and politics, (4) how these movements reshape democratic politics, and (5) how they challenge prevailing views and practices of economic development and the relationship between people and the natural environment. Upon successful completion of this course, you will:

compare state-Indigenous relations in different countries of the Americas.

- analyze political processes that impact the lives and livelihoods of Indigenous peoples.
- identify the different ways Indigenous people define their identities and govern their lands.
- analyze different sources of policy change.

### PREPARING FOR THIS CLASS

This is a three-credit class requiring 3 hours of classwork and about 6 hours of homework per week. Your active participation in this class is expected. Failure to attend regularly will have a detrimental impact on your success in this course, leading to a reduction in your grade. I anticipate all students to attend and adequately prepare for class by promptly completing assigned readings.

The Institute for Learning and Teaching (TILT) offers multiple resources to help you improve your reading, note-taking, and studying skills. Visit them at <https://tilt.colostate.edu/Learning/LearningResources/OnlineResources>

### RULES AND EXPECTATIONS

Interesting courses depend on active student participation. This includes good attendance, informed discussions, and willingness to participate in thoughtful and respectful debates. Engaging with those who may (or may not) hold different viewpoints than your own on an issue is one of the most edifying experiences in the study of politics. You may or may not agree with their conception of the problem, the quality of their data, or the strength of their argument, but if you listen carefully and respectfully, you will strengthen your ideas and help improve the data with better empirical observations or research findings. It is therefore vital to allow everyone to speak and to be heard.

Read CSU's Principles of Community and use them as a guide to engage with others in this class (<https://diversity.colostate.edu/principles-of-community/>).

### ASSIGNMENTS

Your **grade** for the course will be determined through the following assignments:

Assignment	Due Dates	% Final Grade
<i>Reading preparations</i> Identify key questions from readings, important concepts, and/or significant events to contribute to class discussions and analysis.	<i>Weekly</i> This assignment counts only when used for participation in class discussions.	10
<i>Case studies</i> 200-500 words summaries of case analysis	<i>Most weeks</i> To earn full credit, this assignment must be submitted on time and used in class discussions or activities.	15
<i>Two Short Papers</i> 4 pages, topics to be announced.	<i>Feb 2 &amp; March 22</i>	40
<i>Final paper</i> 10 to 12-page, double-spaced paper (1-inch margins and 12-point font size). This excludes references or charts.	<i>Different deadlines. See below.</i>	35

Additional instructions in Canvas within the **Assignments** menu

### Final Paper due dates

Topic Statement	Feb 6	Describe what you are going to do. 1-2 paragraphs. Your research should consider a specific problem in the field of Indigenous politics and policy in the Americas, including but not limited to state-Indigenous relations, subnational politics, political representation, governance of natural resources, international policies, human rights, or Indigenous identities.  Use the writing center to receive additional feedback on your written work. <a href="https://writingcenter.colostate.edu">https://writingcenter.colostate.edu</a>
Initial Bibliography	March 8 (5%)	Present a list of academic sources and describe in 2-3 sentences why each is relevant to your work (roughly 5-8 sources: 2 of which must be books and the rest, peer-reviewed academic articles).
Summary	April 11 (10%)	Introduction to the paper presenting a synopsis of (a) the problem (i.e., topic statement), (b) your argument, and (c) summary of results. 1-2 pages.
Draft Poster Presentation	May 2 (20%)	Presentation of your paper including enough relevant information on the problem, research question, and results.
Final Paper	May 8 (65%)	The final draft of your paper. 10-12 pages

The assignments are designed to help you:

- analyze a specific problem or situation.
- summarize and interpret complex evidence and arguments in written work.
- analyze readings and identify the author's thesis and supporting arguments.
- present individual research results.

### Grading Scale (note this reflects any rounding)

A+	97.5-100	A	93.5-97.4	A-	89.5-93.4	B+	87.5-89.4	B	83.5-87.4
B-	79.5-83.4	C+	77.5-79.4	C	69.5-77.4	D	59.5-69.4	F	0-59.4

### LATE POLICY

Assignments must be completed by the due date. If you miss a class activity, you will receive a grade of 0 for that assignment.

Assignments may be completed for full credit later under specific circumstances, such as a university-sanctioned excuse, instances of severe illness, or other valid reasons like observing a

religious holiday. Going on a family vacation or accommodating your work schedule are not valid excuses. For full credit consideration, you are required to promptly contact me and submit supporting documentation that justifies your absence.

In the case of an unexcused late assignment, I will take 10 points off per day late. You must report directly to me no later than one day after the assignment is due. If I have not heard from you within 1 day after missing an unexcused assignment, I will not accept it and you will receive a 0 for it. You will only be allowed to make up one unexcused assignment.

Take note of the class schedule and assignment dates when making personal plans, including your work schedules. If class assignments conflict with personal plans, consider changing your plans or not taking this class.

### SPECIAL ACCOMMODATIONS

If you are a student who will need special accommodations in this class, you must contact me to discuss your individual needs. Any accommodation must be discussed promptly and a verifying memo from the Student Disability Center will be required before an accommodation is provided.

### ACADEMIC INTEGRITY

The professor for this course strongly endorses CSU's Academic Integrity Policy as outlined in the Colorado State University General Catalog and the Student Conduct Code. Adhering to the University's policies builds trust and ensures that I am evaluating your work and judging the quality of what you do. If you plagiarize you could lose credit for the plagiarized work, fail the assignment, or fail the course.

Due to the central role that academic integrity holds in our collective mission as students, teachers, scholars, and citizens, I anticipate that every student will fully to our university's Honor Pledge. While formal signing of the pledge is not required, each of you will be asked to write and sign the following statement on your papers and exams: "I have not given, received, or used any unauthorized assistance."

AI statement: Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork-generating programs (or similar) to produce work for this class.

### REQUIRED BOOK

Nielsen, M. and K. Jarratt-Snider, eds. (2020). *Traditional, National, and International Law and Indigenous Communities*. University of Arizona Press.

## SCHEDULE

### Introduction: Who are Indigenous Peoples? (January 16 & 18)

- Forte, M. (2013). "Who is an Indian" and "Conclusions." In *Who is an Indian? Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press.
- United Nations Permanent Forum on Indigenous Issues. *Who are indigenous peoples? Fact Sheet*. [https://www.un.org/esa/socdev/unpfii/documents/5session\\_factsheet1.pdf](https://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf)
- **Case Study 1:** Indigenous Identities. Read Forte, M. (2013). "Carib Identity." In *Who is an Indian? Race, Place, and the Politics of Indigeneity in the Americas*. University of Toronto Press.

#### *Further Reading*

-Barume, A. (2014). "The term "Indigenous" – An evolving concept." In *Land Rights of Indigenous Peoples in Africa*. Copenhagen: IWGIA, 24-35.

-De Costa, R. (2015). "States' Definitions of Indigenous Peoples: A Survey of Practices." In *Indigenous Politics: Institutions, Representation, Mobilisation*. Edited by M. Berg-Nordlie, J. Saglie and A. Sullivan. European Consortium for Political Research.

#### *Explore these websites!*

Native Land Information System <https://nativeland.info/>

International Work Group for Indigenous Affairs (IWGIA) <https://iwgia.org>

### Settler colonialism or neocolonialism? (January 23 & 25)

- Wolfe, P. (2006). "Settler colonialism and the elimination of the native." *Journal of Genocide Research*, (8)4: 387-409.
- Taylor, L. & Lublin, G. (2021). "Settler colonial studies and Latin America." *Settler Colonial Studies*, (11)3: 259-270.

#### *Further Reading*

Deloria, V. (1969/1988). "Laws and Treaties." In *Custer Died for your Sins: An Indian Manifesto*. University of Oklahoma Press.

### Indigenous studies, a challenge to "normal" social science? (January 30 & February 1)

- Ferguson, K. (2016). Why Does Political Science Hate American Indians? *Perspectives on Politics*, 14(4): 1029-1038.
- Kovach, M. (2021). Epistemology and Research: Centering Indigenous Knowledges. In *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. University of Toronto Press: 63-88.

**Paper 1 due Feb. 2**

### The Sumak Kawsay/The Good Life: Alternative Epistemologies (February 6 & 8)

- Coral-Guerrero C.A., García-Quero F., Guardiola J. (2021). What is Sumak Kawsay? A Qualitative Study in the Ecuadorian Amazon. *Latin American Perspectives* 48(3): 35-50.

- **Case study 2:** Sustainable Development: Read McGregor, D. (2016). "Living well with the Earth: Indigenous rights and the environment." In *Handbook of Indigenous Peoples' Rights*. Edited by D. Short, C. Lennox. Routledge.

#### *Further Reading*

Mann, C. (2002). "1491." *The Atlantic*.

[www.theatlantic.com/magazine/archive/2002/03/1491/302445/](http://www.theatlantic.com/magazine/archive/2002/03/1491/302445/)

### **International legislation (February 13-15)**

- Lightfoot, S (2016). *Global Indigenous Politics: A Subtle Revolution*. Routledge, Ch. 1-3, 5
- **Case Study 3:** How do international agreements or conventions impact domestic legislation? Read Lightfoot.

#### *Further Reading*

Alvarado, L. (2020). "International and Comparative Perspectives on the Recognition and Promotion of Indigenous Justice." In *Traditional, National, and International Law and Indigenous Communities*.

### **Indigenous legal systems, part 1 (February 20 & 22)**

- Nielsen, M. and K. Jarratt-Snider. (2020). "Introduction." In *Traditional, National, and International Law and Indigenous Communities*.
- Zion, J. and R. Yazzie. (2020). "Revisioning Traditional Indigenous Justice in Light of the United Nations Declaration on the Rights of Indigenous People." In *Ibidem*.
- Austin, R. (2020). "Traditional American Indian Justice." In *Ibidem*.

### **Indigenous legal systems, part 2 (February 27 & 29)**

- Jocks, C. (2020). "Restoring Congruity." In *Ibidem*.
- Fox, M. (2020). "Protecting Native American Women." In *Ibidem*.
- **Case Study 4:** Legal systems and sovereignty. Read Siedschlaw, K. (2020). "Respect for the Indian Child Welfare Act and Its Reflection on Tribal Sovereignty." In *Ibidem*.

### **Indigenous legal systems, part 3 (March 5 & 7)**

- Sieder, R. (2016). "Indigenous peoples' rights and the law in Latin America." In *Handbook of Indigenous Peoples' Rights*. Edited by D. Short, C. Lennox. Routledge.
- Silva, H. and J. Aylwi. (2022). "Indigenous Peoples in the Chilean constituent process." *Indigenous Debates*. <https://debatesindigenas.org/ENG/ns/149-indigenous-peoples-chilean-constituent-process.html>
- **Case study 5:** On Justice "for" vs. "of" Indigenous Peoples. Read:
  - Nielsen, M. (2020). "How Indigenous Justice Programs Contribute to Indigenous Community Capacity-Building and Achieving Human Rights." In *Traditional...*
  - Guzmán, M. and B. Domínguez. (2022). "Legal Pluralism in Bolivia: from the Guaraní people's perspective." *Indigenous Debates*. <https://debatesindigenas.org/ENG/ns/197-legal-pluralism-bolivia-guarani-people.html>

### **Sovereignty and territoriality (March 19 & 21)**

- Tomaselli, A. (2016). Exploring Indigenous Self-government. *Handbook of Indigenous People's Rights*. Routledge, p. 83-100.
- González, M. (2022). "Indigenous Territorial Autonomy and Self-Government in the Americas." *Indigenous Debates*. <https://debatesindigenas.org/ENG/ns/146-autonomy-self-government-diverse-america.html>
- Watch: *Beyond Standing Rock* (2017). East Village Entertainment, 70 minutes.

**Paper 2 due March 22**

### **Free, prior, and informed consent (March 26 & 28)**

- Barelli, M. (2016). "Development Projects and Indigenous Peoples' Land. Defining the Scope of Free, Prior and Informed Consent." In *Handbook of Indigenous Peoples' Rights*. Edited by D. Short, C. Lennox. Routledge.
- **Case study 6:** On the limitations of Free Prior and Informed Consent. Watch *When Two Worlds Collide* (2016). Heidi Brandenburg and Mathew Orzel, directors.

#### *Further Reading*

C169 - *Indigenous and Tribal Peoples Convention, 1989* (No. 169).

[https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C169](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C169)

### **Social Movements and Political Parties (April 2 & 4)**

- Yashar, D. (1999). "Democracy, Indigenous Movements, and the Postliberal Challenge in Latin America." *World Politics* (52)1: 76-104.
- **Case Study 7:** On Citizenship and Political Party Organizing. Watch *Cocalero*. (2006). Alejandro Landes, director.

### **Local Governments, part 1 (April 9 & 11)**

- Van Cott, D. (2008). "Introduction: The Political and Cultural Origins of Democratic Institutional Innovation" and "The Legal and Political Context for Institutional Reform in Bolivia and Ecuador." In *Radical Democracy in the Andes*. Cambridge.

### **Local Governments, part 2 (April 16 & 18)**

- Tockman, J. (2016). "Decentralisation, Socio-territoriality and the Exercise of Indigenous Self-governance in Bolivian Decentralization." *Third World Quarterly*, (37)1: 153–171.
- Velasco M. (2021). "Indigenous Social Movements and Institutional Reform: Mechanisms of Interest Representation in Three Colombian Municipalities." *Latin American Perspectives*, 48(6): 85-104.
- **Case Study 8:** Local governments as sources of political innovation. Read Van Cott, Tockman, and Velasco, above.

### **Indigenous Women (April 23 & 25)**

- Hernández, A. (2016). "Multiple Dialogues and Struggles for Justice: Political Genealogies of Indigenous Women in Mexico, Guatemala, and Colombia. In *Multiple Injustices: Indigenous Women, Law, and Political Struggle in Latin America*. Arizona: p. 67-122.
- Suzack, C. (2016). "Human Rights and Indigenous Feminisms." In *Handbook of Indigenous Peoples' Rights*. Edited by D. Short, C. Lennox. Routledge.

**Draft Posters (April 30 and 2)**