

ANTHROPOLOGY 221-01: HUMAN RIGHTS OF INDIGENOUS PEOPLES

HOBART & WILLIAM SMITH COLLEGES SPRING 2013 COXE 8

INSTRUCTOR: JEFFREY ANDERSON

PHONE: 781-3438 EMAIL: janderson@hws.edu OFFICE: Stern 211

CONFERENCE HOURS: TU 9:00-10:00 a.m.; TH 3:00-4:00 p.m.; & F 1:30-2:30 p.m., or by appointment

COURSE DESCRIPTION: Throughout its history, anthropology has been committed to and active in maintaining the rights of indigenous peoples against the destructive global forces of nation-state power, racist ideologies, assimilation, and industrial resource appropriation. To develop an informed, up-to-date, and critical understanding of these issues, the course will offer an overview of the contemporary state of indigenous peoples and then guide students in pursuing on-line research of Internet sites established by indigenous peoples themselves, anthropological groups, international human rights organizations, world news services, national governments, and the United Nations.

COURSE OBJECTIVES:

1. The course critically examines the cultural and political meanings of concepts used to talk about human rights, especially considering the universalist versus relativist debate.
2. Equally important, discrimination, prejudice, genocide, coercive assimilation, and other patterns of domination will be placed in their cultural and global contexts of understanding.
3. The contradiction between globalization and local ethnic identity is thus examined at a broader level of analysis.
4. Both the unique and general historical and social conditions of the exploitation, destruction, disenfranchisement, and underdevelopment of Fourth World peoples by globalization processes of colonialism and industrialization.
5. A survey of indigenous peoples in crisis throughout the world will be offered. Areas will include North America, Central America, South America, Asia, Europe, and Oceania.
6. The concept of "human rights" will be discussed at an inter-cultural level of analysis in order to move toward a culturally contextualized, pluralistic definition.
7. Also to be critically examined are various strategies available to indigenous peoples for organization, political action, and legal mechanisms for resisting, reversing, and attenuating the destructive effects of globalization.

COURSE REQUIREMENTS & PERCENTAGES OF FINAL GRADE

1. Attendance & Participation	20%
2. Responses/Assignments (16 MAX/14 MIN)	40%
3. Final Presentation, Project, Peer Assessments	40%

REQUIRED TEXTS:

- Hall, Thomas D., and James V. Fenelon. *Indigenous Peoples and Globalization: Resistance and Revitalization*. Boulder, Colo: Paradigm Publishers. Minde, Henry, 2009.
- *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity*. Delft, The Netherlands: Eburon Delft, 2008.
- Pevar, Stephen L. *The Rights of Indians and Tribes*. Oxford: Oxford University Press, 2012.
- Readings available on Blackboard in the "READINGS" folder. Web pages and articles as listed.

COURSE POLICIES:

1. A maximum of three absences from class are allowed without penalty.
2. Open laptop computers may be used for note-taking in class only. Cell phones must be off and invisible. Violations result in loss of points for participation.
3. Assignments must be submitted as required and scheduled unless a student has been excused ahead of time for reasonably unavoidable circumstances or has been formally identified as requiring an alternative context by the Center for Teaching & Learning.

TOPIC AND ASSIGNMENT SCHEDULE: Students are expected to have read the assigned readings and web materials indicated for each class period (NOTE: This schedule is subject to change).

1/24 INTRODUCTION

READING: Cultural Anthropology/Introduction (for those new to the field)

http://en.wikibooks.org/wiki/Cultural_Anthropology/Introduction

1/29 DEFINING "HUMAN RIGHTS"

READINGS:

Universal Declaration of Human Rights <http://www.un.org/en/documents/udhr/index.shtml>

An Introduction to the Human Rights Movement <http://www.hrweb.org/intro.html>

A Short History of the Human Rights Movement <http://www.hrweb.org/history.html>

“Video: The Story of Human Rights” <http://www.youtube.com/watch?v=oh3BbLk5UIQ>

1/31 INDIGENOUS PEOPLES & HUMAN RIGHTS

READINGS:

The State of the World's Indigenous Peoples http://www.un.org/esa/socdev/unpfii/documents/SOWIP_web.pdf
(also in “READINGS” folder in “COURSE DOCUMENTS”)

2/5 ANTHROPOLOGY, HUMAN RIGHTS, & INDIGENEITY

READINGS:

E. Messer, “Anthropology and Human Right” (In “READINGS” folder of “COURSE DOCUMENTS”)

E. Messer, “Pluralist Approaches to Human Rights” (In “READINGS” folder of “COURSE DOCUMENTS”)

Friedman, J., “Indigeneity: Anthropological Notes on an Historical Variable,” In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 29-48)

Declaration on Anthropology and Human Rights Committee for Human Rights American Anthropological Association: <http://www.aaanet.org/about/Policies/statements/Declaration-on-Anthropology-and-Human-Rights.cfm>

2/7 DOCTRINE OF DISCOVERY & RIGHTS OF CONQUEST

READINGS:

The Bull *Inter Caetera* (Alexander VI), May 4, 1493: <http://www.nativeweb.org/pages/legal/indig-inter-caetera.html>

The Papal Bulls as Pertaining to the Americas. <http://www.hartford-hwp.com/archives/40/061.html>

Bartoleme de Las Casas <http://justus.anglican.org/resources/bio/203.html>

Tonya Gonnella Frichner, Special Rapporteur UN ESC Permanent Forum on Indigenous Issues, “Impact on Indigenous Peoples of the International Legal Construct Known as the Doctrine of Discovery, which has served as the Foundation of the Violation of their Human Rights” (In “READINGS” folder in “COURSE DOCUMENTS”)

2/12 INDIGENOUS RIGHTS AND THE UNITED NATIONS

READINGS:

U.N. Declaration on the Rights of Indigenous

Peoples http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

U.N. Permanent Forum on Indigenous Issues <http://social.un.org/index/IndigenousPeoples.aspx>

H. Minde, "The Destination and the Journey: Indigenous Peoples and the United Nations from the 1960s through 1985," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 49-86)

2/14 EFFECTS OF GLOBALIZATION AND STRATEGIES OF RESISTANCE:

K. Seton, "Fourth World Nations in an Era of Globalization":

<http://nointervention.com/archive/pubs/CWIS/fworld.html>

"Progress Can Kill" (Survival International) (In "READINGS" folder of "COURSE DOCUMENTS")

Hall & Fenelon, *Indigenous Peoples and Globalization*, Chapter 7 (pp. 120-138)

2/19 INTERNATIONAL ORGANIZATIONS, LAW, AND INDIGENOUS RIGHTS

READINGS:

Brysk, Alison. "Turning Weakness into Strength: The Internationalization of Indian Rights," *Latin American Perspectives* 23 (Spring 1996), 38-57 (In "READINGS" folder of "COURSE DOCUMENTS")

ORGANIZATION SITES (surf): [Center for World Indigenous Studies](#) [Survival International](#) [Honor the Earth](#) [Cultural Survival](#) [Indigenous Environmental Network](#) [Aboriginal Law and Legislation](#)

2/21 RIGHTS OF INDIAN TRIBES IN THE U.S. – PART 1

READINGS:

Hall & Fenelon, *Indigenous Peoples and Globalization*, Chapter 5 (pp. 91-119)

Pevar, *The Rights of Indians and Tribes* (pp. 1-125)

2/26 RIGHTS OF INDIAN TRIBES IN THE U.S. – PART 2

READING: Pevar, *The Rights of Indians and Tribes* (pp. 184-254; 275-306)

2/28 CULTURAL PROPERTY RIGHTS/LANGUAGE RIGHTS

READINGS:

M. Brown, et. al. "Can Culture Be Copyrighted?" *Current Anthropology*, Vol. 39, No. 2 (Apr., 1998), pp. 193-222 (In "READINGS" folder of "COURSE DOCUMENTS")

J. Riding In, "Repatriation: A Pawnee Perspective" (In "READINGS" folder of "COURSE DOCUMENTS")

NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT

http://www.nps.gov/history/local-law/FHPL_NAGPRA.pdf

National NAGPRA Database <http://www.cast.uark.edu/other/nps/nagpra/>

Lakota Declare War Against "Shamans" & "Plastics" <http://www.thepeoplespaths.net/articles/ladecwar.htm>

N. Oskal, "The Question of Methodology in Indigenous Research: A Philosophical Exposition," In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 331-346)

VIDEO: White Shamans and Plastic Medicine Men, Part 1 of 3 http://www.youtube.com/watch?v=VCLmT_M-qtK

Sacred Land Films Project: <http://www.sacredland.org/home/resources/tools-for-action/protection-strategies-for-sacred-sites/case-studies/> (Read several of the Case Studies)

3/5 RESOURCE RIGHTS AND DISTRIBUTIVE JUSTICE

READINGS:

S. Jentoft, "Marine Resource Management and Social Justice from the Perspective of Indigenous Peoples," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 193-202)

G. Midré, "Distribution, Recognition, and Poverty: Experiences from Guatemala and Norway," In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 203-218)

R. Barsh, "Addressing the Trade Consequences of Injustice with Indigenous Peoples," In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 237-248)

Echoes of the Earth in Times of Climate Change:

<http://www.youtube.com/watch?v=ZnngRvUcbuk&list=PLF96BD082966FD897>

3/7 INDIGENOUS RIGHTS VS. NONINDIGENOUS ENVIRONMENTALISM

READINGS:

D. Riches, "Animal Rightists and Northern Native Hunters" (In "READINGS" folder of "COURSE DOCUMENTS")

M. R. Dove, "Indigenous People and Environmental Politics" (In "READINGS" folder of "COURSE DOCUMENTS")

D. Orton "Social Environmentalism and Native Relations" <http://www.hartford-hwp.com/archives/25b/005.html>

D. Orton, "My Path to Left Biocentrism: Part IV - Aboriginal Issues and Left Biocentrism"

<http://home.ca.inter.net/~greenweb/GW71-Path.html>

The Makah Whale Hunt <http://www.cnie.org/NAE/cases/makah/> (Read all article links under "TABLE OF CONTENTS")

3/12 HAUDENOSAUNEE (IROQUOIS)

Iroquois: <http://en.wikipedia.org/wiki/Iroquois>

Historical Notes on the League of Indian Nations (In "READINGS" folder of "COURSE DOCUMENTS")

Onondaga Land Claim – Complaint: <http://www.onondaganation.org/land/complaint.html> (Read all the links on the left hand side of the page)

Cayuga Nation: <http://www.cayuganation-nsn.gov/> (Open and read a few a links)

ATF Seizes Seneca-Cayuga Cigarettes: http://grandlakenews.com/news/article_97e5ddf3-2a32-5b97-8502-a7998ea82d6d.html

Cayuga People: http://en.wikipedia.org/wiki/Cayuga_people#Land_claims

Six Nations: <http://www.sixnations.ca/> (Surf)

Supreme Court Drops Cayuga Land Claim:

<http://indiancountrytodaymedianetwork.com/ictarchives/2006/05/24/supreme-court-drops-cayuga-land-claim-case-decision-jeopardizes-historic-claims-suits-117706>

Oneida Nation: <http://www.oneidaindiannation.com/> (Surf)

Seneca Nation of New York: <http://sni.org/> (Surf)

Tuscarora and Six Nations Website: <http://www.tuscaroras.com/> (Surf the "Tuscarora Information" box in the right column)

1794 Canandaigua Treaty: <http://www.ganondagan.org/1794-CTreaty-Article.html>

P. Jemison, The Treaty of Canandaigua:

http://www.oswego.edu/library2/archives/digitized_collections/granger/canandaigua.html

Phelps and Gorham Purchase http://en.wikipedia.org/wiki/Phelps_and_Gorham_Purchase

3/14 CANADA

"Aboriginal Canadians by the Numbers" (In "READINGS" folder of "COURSE DOCUMENTS")

Aboriginal Title: http://en.wikipedia.org/wiki/Aboriginal_title

P. Nadasdy, "Property" and Aboriginal Land Claims in the Canadian Subarctic" (In "READINGS" folder of "COURSE DOCUMENTS")

D. Champagne, "Native-Directed Social Change in Canada and the United States" (In "READINGS" folder of "COURSE DOCUMENTS")

Assembly of First Nations: <http://www.afn.ca/index.php/en>

BREAK

3/26 AUSTRALIAN ABORIGINAL RIGHTS

READINGS:

F. Merlan, "Indigenous Movements in Australia" (In "READINGS" folder of "COURSE DOCUMENTS")
The High Court Recognition of Native Title - The Mabo Judgement and Its Implications

<http://home.vicnet.net.au/~aar/aarmabo.htm>

NATIVE TITLE ACT 1993 - SECT 4 Overview of Act:

http://bar.austlii.edu.au/au/legis/cth/consol_act/nta1993147/s4.html

National Native Title Tribunal: <http://www.nntt.gov.au/>

VIDEOS: People & Power - Two Australias: <http://www.youtube.com/watch?v=pW53YTYIHk>

This is Our Country, Too: <http://www.youtube.com/watch?v=FVFMeda09RU>

3/28 MAORI

READINGS:

Hall & Fenelon, *Indigenous Peoples and Globalization*, Chapter 3 (pp. 39-62)

M. Hudson, "Think Globally, Act Locally" (In "READINGS" folder of "COURSE DOCUMENTS")

F. McCormack, "The Reconstitution of Property Relations in New Zealand Fisheries" (In "READINGS" folder of "COURSE DOCUMENTS")

The Treaty of Waitangi: <http://www.nzhistory.net.nz/category/tid/133>

Quick Guide A and Brief History of the Treaty of Waitangi http://crash.ihug.co.nz/~the-farm/Pages/QUICK_HISTORY.HTML

Maori People of Aotearoa <http://maori.com/> (Surf and learn as much as you can about Maori people)

VIDEO: 101 East - Maori Nation Part 1

http://www.youtube.com/watch?v=lnu5Dh_3k5Y&playnext=1&list=PL6F8E6642315276CA&feature=results_video

4/2 HAWAII: KANAKA MAOLI

READINGS:

S. M. Kana'iaupuni, "Ka'akālai Kū Kanaka" (In "READINGS" folder of "COURSE DOCUMENTS")

N. K. SILVA, "I Kū Mau Mau" (In "READINGS" folder of "COURSE DOCUMENTS")

U. J. Dahre, "After the Change: The Opposition against Indigenous Movements in Hawai'i," In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 141-156)

WEBSITES: Aloha! <http://hawaii-nation.org/index.html>

The Hawaiian Kingdom: <http://www.hawaiiankingdom.org/>

4/4 SAAMI

READINGS:

J. Nyyssöne, "Between the Global Movement and National Politics: Sami Identity Politics in Finland from the 1970s to the early 1990s," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 87-106)

L. Gaski, "Sami Identity as a Discursive Formation: Essentialism and Ambivalence," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 219-236)

V. Storgdahl, "Nation Building Through Knowledge Building: The Discourse of Sami Higher Education and Research in Norway," In *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 249-266)

R. Kuokkanen, "Sami Higher Education and Research: Toward Building a Vision of the Future," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 267-286)

H. Gaski, "Sami Music – in a Global World," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 347-360)

VIDEO: Last Yoik in Saami Forests?: <http://www.youtube.com/watch?v=LKLgP8tnyGo>

4/9 MEXICO/CHIAPAS /GUATEMALA

READINGS:

J. Nash, "The Fiesta of the Word" (In "READINGS" folder of "COURSE DOCUMENTS")

Hall & Fenelon, *Indigenous Peoples and Globalization*, Chapter 4 (pp. 63-90)

K. Warren, "The Dynamic and Multifaceted Character of Pan-Mayanism in Guatemala," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 107-132)

D. C. Cuxil, "Higher Education and the Mayan Movement in Guatemala," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 313-330)

EZLN http://en.wikipedia.org/wiki/Zapatista_Army_of_National_Liberation

VIDEO: A Place Called Chiapas: http://www.youtube.com/watch?v=4TffwElt_UU

4/11 ECUADOR & COLOMBIA

READINGS:

K. P. Jameson, "The Indigenous Movement in Ecuador" (In "READINGS" folder of "COURSE DOCUMENTS")

Lago Agrio Oil Field http://en.wikipedia.org/wiki/Lago_Agrio_oil_field

Raúl Zibechi, "Colombia: Indigenous Self Defense in Times of War," Americas Policy Program Zibechi Report (Washington, DC: Center for International Policy, June 5, 2008). <http://americas.irc-online.org/am/5278>

COLOMBIA: Indigenous Groups in Danger of Disappearing By Constanza Vieira

<http://ipsnews.net/news.asp?idnews=43343>

James D. Cockcroft, "Indigenous Peoples Rising in Bolivia and Ecuador" International Viewpoint Online Magazine 407 - December 2008 <http://www.internationalviewpoint.org/spip.php?article1563>

CONAIE <http://conaie.nativeweb.org/brochure.html> (surf)

4/16 HEALING AND RECONCILIATION AND THE FUTURE

D. Short, "Reconciliation, Assimilation, and the Indigenous Peoples of Australia" (In "READINGS" folder of "COURSE DOCUMENTS")

Hall & Fenelon, *Indigenous Peoples and Globalization*, Chapter 7 & Epilogue (pp. 139-155)

"Canada Apologizes for Residential School System" <http://www.youtube.com/watch?v=-ryC74bbrEE>

"Apology to Australia's Indigenous People" <http://www.fahcsia.gov.au/our-responsibilities/indigenous-australians/programs-services/recognition-respect/apology-to-australias-indigenous-peoples>

VIDEO: Winona LaDuke, "Thinking Beyond Empire" http://www.youtube.com/watch?v=7XCi6_7plUo

Winona LaDuke, "On Redemption" <http://www.youtube.com/watch?v=TfD5WaHM04E>

4/18 PROJECT PRESENTATIONS

4/23 PROJECT PRESENTATIONS

4/25 PROJECT PRESENTATIONS

4/30 PROJECT PRESENTATIONS

5/2 PROJECT PRESENTATIONS

5/7 PROJECT PRESENTATIONS

5/12 FINAL PROJECTS DUE AT 10:00 P.M. (POSSIBLE OVERFLOW OF PRESENTATIONS)

***FINAL PRESENTATION/PROJECT ASSIGNMENT/PEER ASSESSMENT**

In a presentation of 15-20 minutes and essay of 13-15 pages, either (A) analyze a contemporary human rights issue faced by indigenous peoples globally; (B) investigate the main issue(s) faced by and strategies for solving them used by a particular indigenous peoples; (C) examine the configuration of indigenous rights issues in one nation-state context (e.g., Ecuador, Burma, China, etc.); or (D) analyze the structure and progress of a major global NGO involved in indigenous rights (e.g., UN, AI, OAS, etc.). Evidence is to be collected from published sources and accepted internet sites. At least ten substantive sources are required. Some questions to consider: What forces or powers (e.g., nation-state, dominant group, or corporation) or organizations are presently involved in this issue? What concepts or theoretical approaches from readings in the course are relevant for understanding the situation? How is the issue of identity involved? How are the human rights issues defined and articulated? What is the historical background to the issues? What strategies have been used by the organization or indigenous group to address them? What contradictions or conflicting interests are entailed? What can an anthropological perspective add to understandings of the problem? What strategies have been or will be most effective or least effective in resolving these? Why?

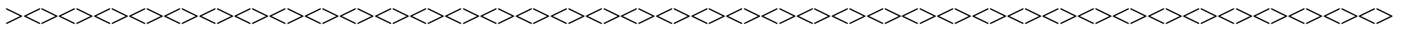
All students must confer with the professor on a topic before March 17. An emailed abstract and revised copy, if needed. Rough drafts can be submitted for review until May 7.

Group project proposals will be considered.

The final product is due at 10:00 p.m. on May 12th.

Include a list of sites (a webliography) and bibliography you have used in this report.

Each student is required to turn in peer assessments of five (5) presentations.



CTL Statement: At Hobart and William Smith Colleges, we encourage you to learn collaboratively and to seek the resources that will enable you to succeed. The **Center for Teaching and Learning (CTL)** is one of those resources: CTL programs and staff help you engage with your learning, accomplish the tasks before you, enhance your thinking and skills, and empower you to do your best. Resources at CTL are many: Study Mentors help you find your time and manage your responsibilities, Writing Fellows help you think well on paper, and professional staff help you assess academic needs.

I encourage you to explore these and other CTL resources designed to encourage your very best work. You can talk with me about these resources, visit the CTL office on the 2nd floor of the library to discuss options with the staff, or visit the CTL website.

Disability Accommodations: If you are a student with a disability for which you may need accommodations, you should self-identify and register for services with the Coordinator of Disability Services at the Center for Teaching and Learning (CTL), and provide documentation of your disability. Disability related accommodations and services generally will not be provided until the registration and documentation process is complete. The guidelines for documenting disabilities can be found at the following website: <http://www.hws.edu/disabilities>

Please direct questions about this process or Disability Services at HWS to David Silver, Coordinator of Disability Services, at silver@hws.edu or 315-781-3351.