Comparative Indigenous Natural Resource Governance

POLI 405
T/Th 1:40-2:55
Maybank 316

Dr. Annette Watson
Office Hours: Tuesdays 3-4; Wednesdays 3-5pm
Or appointments via Zoom

Course Description:

Natural resources such as water, timber, and biological diversity have sustained not only Indigenous peoples' traditional economies but is often a key element for their spiritual lives. Therefore, struggles over the control of lands and waters have been central to Indigenous strategies of economic development, activism, and decolonization in a variety of international contexts. In this course we will compare case studies around the world where Indigenous communities are engaged in conflict over natural resources and where shared governance strategies are being evolved. Students will be guided through the methods of case study analysis to develop their own comparisons of Indigenous or ethnic environmental conflicts and the diverse solutions being developed to meet these challenges of governing the political economy of the multiethnic nation-state.

Student Learning Outcomes

Develop a research project that draws on your skills you have developed in your Political Science courses.

Develop skills in comparative research techniques.

Recount the primary differences between various nation-states and how they engage with their Indigenous populations.

Class Policies

All readings and video are required to read/watch prior to each Tuesday’s class; these will be available on OAKS. All course materials are on OAKS; please monitor OAKS for any class announcements and refer to OAKS for the detailed class and assignment schedule.

This class will be highly interactive, which means that your participation in class will be central to the success of the course (and also to how much you learn). I will expect you to ask questions of me, of the readings, and I will expect you to engage with each others’ ideas. Although I understand that sometimes it can be difficult to speak out in class, everyone is expected to participate in class discussion. If you really fear public speaking, participation also includes
emailing me questions before class about terms or points of clarifications you’d like us to cover during class discussion. To succeed in this class you will need to critically evaluate ideas, question them, dispute them, or make them your own. Speak out!

Attendance is mandatory; if a student has a major emergency or a COVID-related disruption such as a need for quarantining, you must contact me prior to your missed class session with documentation of your absence. I will work with you on what will count as documentation to preserve your medical privacy. If you do miss a class, you will be required to submit a written summary of the day’s readings to make up for the missed class session, and I will be flexible as to when these make-ups are due. Class discussion will not be recorded, so please develop the buddy system in class to procure notes for the missed class session.

Laptops/IPAD/ETC: use of such devices are HIGHLY encouraged, particularly if it saves you from printing all the readings. HOWEVER, if I find you surfing or chatting or other such unauthorized use of any internet-capable or text-capable device, you will lose privileges to use your devices in class. Class time is not passive learning, but you are expected to be active and engaged and working on the issues at hand. Texting and social media distracts you and others from the tasks you are expected to complete, and research has shown that such activities detract from your learning/retention of content. I will play bad cop if I have to, to maintain respect for the classroom space.

**Academic Integrity**

Please refer to the college’s policy on academic honesty. It is assumed that all students will act with academic integrity and will not engage in behavior such as plagiarism, academic dishonesty, misrepresentation, or cheating. Plagiarism refers to the presentation of someone else's ideas, work, or words as your own, without attribution. If you use someone else's exact words, then you must use quotation marks in addition to a citation; simply naming the source is not enough. If you completely paraphrase someone else's ideas in your own words, then you still have to cite the source, but you do not have to use quotations. When in doubt, cite the source. I will also post a “checklist” to ensure that you have not accidentally committed plagiarism; you are responsible for performing the test on your work prior to submission. If you still have questions about whether you have provided adequate citation, consult with me before the assignment is due.

Plagiarism and other forms of academic dishonesty will result in an XF in the class. The entire purpose of this class is to acquire useful skills; to cheat is to lose the opportunity to improve these skills. Please refer to the campus honor code for questions about academic dishonesty.

**Support Services:**

Please take advantage of the College’s Center for Student Learning; they have walk-in labs for writing and speaking—two skills you will need to improve (and be graded on!) during this semester. The Center for Student Learning is located in the Addlestone Library (953-5635).

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
Grades

This course will use +/- grades, allocated as follows:

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\begin{align*}
A &= 92\% \text{ or above} \\
A- &= 91-90\% \\
B+ &= 89-88\% \\
B &= 87-82\% \\
B- &= 81-80\% \\
C+ &= 79-78\% \\
C &= 77-72\% \\
C- &= 71-70\% \\
D+ &= 69-68\% \\
D &= 67-62\% \\
D- &= 61-60\% \\
F &= \text{below 59}\% \\
\end{align*}
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Assignments

Participation: 10%

Annotated Bibliography: 15 peer review articles
  
  Part 1: Topic, bibliography and their abstracts; meet with Dr. Watson (5%)
  
  Part 2: Annotated bibliography of 15 peer review and government sources (16%)

Exams: multiple choice and/or short answer, based on all course readings and video and class discussion (midterm and final): 30%

Capstone Paper, including presentation: comparing multiple (2 or more) nation-states and their Indigenous populations—(use your annotated bibliography as the main sources for this paper).

  Part 1: Topic 2%
  
  Part 2: Research Design 5%
  
  Part 3: Rough Draft 10%
  
  Part 4: Presentation (including attending others’ presentations) 8%
  
  Part 5: Final Paper 12%
Course Schedule

Part 1: Introductions

Class Introductions; who is Indigenous? UN Declaration of Rights of Indigenous Peoples; the Comparative approach to research; Indigenous and Western worldviews of natural resources and their uses

Part 2: Case Studies of Nation-States and their Indigenous Peoples

US and Canada; Latin America; the African Continent; Europe; Russia; South Asia; East Asia, Southeast Asia; Oceania; Arctic

Part 3: Learning from Each Other

Workshopping student comparative projects, and Student Presentations of final capstones.

Have a great winter break!