

# **ANTHROPOLOGY 221-01: HUMAN RIGHTS OF INDIGENOUS PEOPLES**

**HOBART & WILLIAM SMITH COLLEGES    SPRING 2009    TRINITY 305    TR 8:45-10:10**

**INSTRUCTOR: JEFFREY ANDERSON**

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**CONFERENCE HOURS: TuTh 1:30-3:00 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**

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| 1. Attendance & Participation                        | 20% |
| 2. Responses/Assignments (12 MAX/10 MIN)             | 40% |
| 3. Final Presentation & Project (assignment below) * | 40% |

### **REQUIRED TEXTS:**

*At the Risk of Being Heard: Identity, Indigenous Rights, and Postcolonial States*, B. Dean and J. M. Levi, eds. Ann Arbor: University of Michigan Press, 2003.

Maaka, Roger, and Chris Andersen. *The Indigenous Experience: Global Perspectives*. Toronto: Canadian Scholars' Press, 2006.

Minde, Henry. *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity*. Delft, The Netherlands: Eburon Delft, 2008.

Readings available on Blackboard in the "READINGS" folder in "COURSE DOCUMENTS."

Web pages and articles as listed (in WORD, press 'Ctrl' and then select).

### **COURSE POLICIES:**

1. A maximum of three absences from class are allowed without penalty.
2. Open laptop computers are not allowed in class, unless the student has a notice from the Center for Teaching & Learning indicating a special need to use one.
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).

1/20 INTRODUCTION TO THE TOPIC

1/22 DEFINING "HUMAN RIGHTS"

READINGS:

P. Shipton, "Legalism and Loyalism: European, African, and Human "Rights," IN *At the Risk of Being Heard* (pp. 45-79)

Universal Declaration of Human Rights <http://www.unhchr.ch/udhr/lang/eng.htm>

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

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

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1/27 INDIGENOUS PEOPLES & HUMAN RIGHTS

READINGS:

"Preface" and "Introduction," *The Indigenous Experience: Global Perspectives* (pp. 7-12)

Who Are the World's Indigenous Peoples?

[http://www.ciesin.columbia.edu/docs/010-000a/Year\\_Worlds\\_Indig.html](http://www.ciesin.columbia.edu/docs/010-000a/Year_Worlds_Indig.html)

University of Minnesota Human Rights Center. Study Guide: The Rights of Indigenous Peoples

<http://www1.umn.edu/humanrts/edumat/studyguides/indigenous.html>

1/29 ANTHROPOLOGY, HUMAN RIGHTS, & INDIGENEITY

READINGS:

[Messer, Ellen. Anthropology and Human Rights. Annual Review of Anthropology, Vol. 22 \(1993\), pp. 221-249. \(In "READINGS" folder of "COURSE DOCUMENTS"\)](#)

Declaration on Anthropology and Human Rights Committee for Human Rights

American Anthropological Association <http://www.aaanet.org/stmts/humanrts.htm>

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

2/3 DOCTRINE OF DISCOVERY

READINGS:

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

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

The Christianization of the Americas

<http://www.utexas.edu/courses/wilson/ant304/projects/projects98/carterp/carterp.html>

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

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## 2/5 EFFECTS OF COLONIZATION

### READINGS:

D. Mayberry-Lewis, "Indigenous Peoples," IN *The Indigenous Experience: Global Perspectives* (pp. 13-16) G. McCall, "Trade, Slavery, and Colonialism," IN *The Indigenous Experience: Global Perspectives* (pp. 30-44) N. D. Cook, "Settling In: Epidemics and Conquest to the End of the First Century," IN *The Indigenous Experience: Global Perspectives* (pp. 116-124)

## 2/10 INDIGENOUS RIGHTS AND THE UNITED NATIONS

### READINGS:

U.N. Declaration on the Rights of Indigenous Peoples <http://www.un.org/esa/socdev/unpfii/en/drip.html>  
U.N. Permanent Forum on Indigenous Issues <http://www.un.org/esa/socdev/unpfii/> (Peruse all links under headings "About Us" and "Our Work")  
United Nations Guide for Indigenous Peoples <http://www.unhchr.ch/html/racism/00-indigenousguide.html>  
(READ: Leaflets 1-7)

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)

## 2/12 INTERNATIONAL ORGANIZATIONS , LAW, AND INDIGENOUS RIGHTS

### READINGS:

M. Levi and B. Dean. "Introduction," IN *At the Risk of Being Heard* (pp. 1-44) J.  
[Brysk, Alison. "Turning Weakness into Strength: The Internalization of Indian Rights," \*Latin American Perspectives\* 23 \(Spring 1996\), 38-57](#) (In "READINGS" folder of "COURSE DOCUMENTS")  
D. Maybury-Lewis, "From Elimination to an Uncertain Future: Changing Policies toward Indigenous Peoples, IN *At the Risk of Being Heard* (pp. 324-334)

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

## 2/17 NATIONALISM & POSTCOLONIAL IDENTITY

### READINGS:

R. Anderson, "Nationalism and Cultural Survival in Our Time," IN *At the Risk of Being Heard* (pp. 165-190). B.  
R. B. Lee, "Indigenous Rights and the Politics of Identity in Post-Apartheid Southern Africa," IN *At the Risk of Being Heard* (pp. 80-111).

## 2/19 KNOWLEDGE AND POWER

### READINGS:

T. Smith, "Colonizing Knowledges," IN *The Indigenous Experience: Global Perspectives* (pp. 91-110) L.  
S.

Hall, "The West and the Rest: Discourse and Power," IN *The Indigenous Experience: Global Perspectives* (pp. 165-173) N.  
Oskal, "The Question of Methodology in Indigenous Research: A Philosophical Exposition," IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 331-346)

## 2/24 SELF-DETERMINATION AND SOVEREIGNTY

### READINGS:

R. Niezen, "The New Politics of Resistance," IN *The Indigenous Experience: Global Perspectives* (pp. 286-306)

G. T. Alfred, "Sovereignty" – An Inappropriate Concept," IN *The Indigenous Experience: Global Perspectives* (pp. 322-336)

A. J. Hall, "Imagining Civilization on the Frontiers of Aboriginality," IN *The Indigenous Experience: Global Perspectives* (pp. 249-266).

## 2/26 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")

Cultural and Intellectual Property Rights <http://www.ankn.uaf.edu/rights.html>

NATIVE AMERICAN GRAVES PROTECTION AND REPATRIATION ACT  
[http://www.nps.gov/history/local-law/FHPL\\_NAGPRA.pdf](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>

## 3/3 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).

### 3/5 INDIGENOUS RIGHTS VS. NONINDIGENOUS ENVIRONMENTALISM

#### READINGS:

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

My Path to Left Biocentrism: Part IV - Aboriginal Issues and Left Biocentrism by D. Orton  
<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”)

Information on Makah Whaling (READ:all links)

Activism: Watching the Fur Fly <http://www.highnorth.no/Library/Movements/General/ac-wa-t.htm>

### 3/10 UNITED STATES: TRIBES TREATIES, & TRUST RESPONSIBILITY

#### READINGS:

A Brief Historical Overview of the Relationship between the Federal Government and American Indian: From Colonial Times to the Present <http://sorrel.humboldt.edu/%7Ego1/kellogg/NativeRelationship.html>

(Read “Chronology” and “Historical Overview”)

U. S. Constitution, Article I, Section 8 <http://www.law.cornell.edu/constitution/constitution.articlei.html>  
American Indian Sovereignty: Now you See It, Now You Don't," by Peter d'Errico:  
<http://www.umass.edu/legal/derrico/nowyouseeit.html>

### 3/12 NATIVE AMERICAN ISSUES AND VIEWS

#### READINGS:

R. Means, “*Extract from A Little Matter of Genocide: Holocaust and Denial in the America of 1492 to the Present*,” IN *The Indigenous Experience: Global Perspectives* (p. 115) A.  
Simpson, “Paths Toward a Mohawk Nation: Narratives of Citizenship and the Nationhood in Kahnawake,” IN *The Indigenous Experience: Global Perspectives* (pp. 174-188) M.  
Restall, “The Indians Are Coming to an End,” IN *The Indigenous Experience: Global Perspectives* (pp. 206-218)  
A. Krupat, “Nationalism, Indigenism, Cosmopolitanism: Three Critical Perspectives and native American Literatures,” IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 361-376)

### 3/24 HAWAII

#### READINGS:

K. Dudley & K. K. Agard, “Hawai’i Under Non-Hawaiian Rule,” IN *The Indigenous Experience: Global* M.

*Perspectives* (pp. 72-90)

J. Dahre, “”After the Change: The Opposition against Indigenous Movements in Hawai’i,” IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 141-156)

U.

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

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

### 3/26 AUSTRALIAN ABORIGINAL RIGHTS

#### READINGS:

C. Tatz, “Confronting Australian Genocide,” IN *The Indigenous Experience: Global Perspectives* (pp. 125-140).

I. S. McIntosh, “Reconciling Personal and Impersonal Worlds: Aboriginal Struggles for Self-Determination,” IN *At the Risk of Being Heard* (pp. 293-323)

H. Reynolds, “Reconciliation and Denunciation,” IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 133-140)

V. Grieves, “The “Battlefields”: Identity, Authenticity and Aboriginal Knowledges in Australia,” IN *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* (pp. 287-312).

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

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

### 3/31 MAORI

#### SITES:

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](http://crash.ihug.co.nz/~the-farm/Pages/QUICK_HISTORY.HTML)

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

R.C. A. Maaka and Augie Fleras, “Indigeneity at the Edge: Towards a Constructive Engagement,” IN *The Indigenous Experience: Global Perspectives* (pp. 337-360)

### 4/2 CANADA

#### READINGS:

S. Fournier & E. Crey, ““Killing the Indian in the Child”: Four Centuries of Church-Run Schools,” IN *The Indigenous Experience: Global Perspectives* (pp. 141-149)

S. A. Carter, ““We Must Farm to Enable Us to Live”: The Plains Cree and Agriculture to 1900,” IN *The Indigenous Experience: Global Perspectives* (pp. 219-246)

J. Sawchuk, “Politics within the Metis Association of Alberta,” IN *The Indigenous Experience: Global Perspectives* (pp. 307-321)

#### 4/7 SAAMI

##### READINGS:

J. Nyyssönen, “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) T. Thuen,

“Saami and Norwegians,” IN *The Indigenous Experience: Global Perspectives* (pp. 267-285)\_

#### 4/9 MEXICO/CHIAPAS /GUATEMALA

##### READINGS:

L. Stephen, “Indigenous Autonomy in Mexico,” IN *At the Risk of Being Heard* (pp. 191-216)

J. Levi, “Indigenous Rights and Representations in Northern Mexico: The Diverse Contexts of Rarámuri Voice and Silence.,” IN *At the Risk of Being Heard* (pp. 255-292)

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)

##### SITES:

Zapatistas in Cyberspace: <http://www.eco.utexas.edu/faculty/Cleaver/zapsincyberwebsites.html> (Surf links on the page)

EZLN [http://en.wikipedia.org/wiki/Zapatista\\_Army\\_of\\_National\\_Liberation](http://en.wikipedia.org/wiki/Zapatista_Army_of_National_Liberation)

#### 4/14 SIBERIA & MALAYSIA

##### READINGS:

M. M. Balzer. "Hot and Cold: Interethnic Relations in Siberia," IN *At the Risk of Being Heard* (pp.112-141).

K. Endicott. "Indigenous Rights Issues in Malaysia" IN *At the Risk of Being Heard* (pp.142-164).

#### 4/16 ECUADOR, PERU, PARAGUAY, & COLOMBIA

##### READINGS:

R. H. Robbins, "The Guaraní: The Economics of Ethnocide," IN *Indigenous Experience: Global Perspectives* (pp. 150-160)\_

J. M. Levi, "At the Margins of Power: Gender Hierarchy and the Politics of Ethnic Mobilization among the Urarina," IN *At the Risk of Being Heard* (pp.217-254).

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>

##### WEBSITES:

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

#### 4/21 PROJECT PRESENTATIONS

#### 4/23 PROJECT PRESENTATIONS

#### 4/28 PROJECT PRESENTATIONS

#### 4/30 PROJECT PRESENTATIONS

## 5/5 PROJECT PRESENTATIONS

5/11 FINAL PROJECTS DUE AT 10:00 P.M.

### **\*FINAL PRESENTATION/PROJECT ASSIGNMENT**

In a presentation of 15-20 minutes and essay of 12-14 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 30. An emailed abstract and revised copy, if needed. Rough drafts can be submitted for review until May 7.

The final product is due at 10:00 p.m. on May 11th.

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