Course abstract: Indigenous peoples represent more than 5,000 distinct cultural groups worldwide. Often self-defined through historic territorial claims, cultural identity, and social histories distinct from the dominant populations, Native peoples today face both social and environmental crises as they integrate into a world economy. Victimized by ethnic conflict and political subservience, and vulnerable to continued colonial exploitation and commercialization of traditional practices and lifestyles, indigenous people are increasingly forced to prove their “indigeneity” and cultural “authenticity” to regain political, social, and territorial rights unjustly denied. Yet, the criteria by which Aboriginal peoples are evaluated and judged as they strive to sustain their unique character, language and access to equitable job opportunities, education, health, and natural resources are too frequently ill-defined and biased.

This seminar, therefore, combines classroom discussion and independent research to evaluate contemporary trends and challenges to indigenous cultural survival. Through assigned readings, selected case studies, and guest speakers from the Americas, Europe, Africa, Asia, and the Pacific, students will examine the discourse and legitimacy of post-colonial indigenous people, and issues of tribal distribution, cultural heritage tourism and learning, language, communication, political representation, land ownership, occupation, and residency. Also studied are the varied local and national laws, definitions, and perceptions of indigenous peoples applied by the International Labor Organisation, the UN, World Bank, and other government aid agencies and CBOs.

Objectives: Upon successful completion of this seminar, students will be able to:

- Define indigenous and non-indigenous groups in terms of social and spatial distribution, legal and linguistic variances, self-descriptions, and local viewpoints;
- Understand and discuss the impacts of migration and colonial settlement on cultures in different territories, and the interrelated issues and implications for indigenous people and places worldwide;
✓ Analyze significant development trends and the consequences of globalization on the socioeconomic, political, technological, and ecological assets of Aboriginal and Native peoples;
✓ Discuss the role of international travel, trade, communication, and education in promoting transnational appreciation and understanding of indigenous communities;
✓ Design and present a development plan that sustains indigenous peoples’ sovereignty and identity in select locations, and acknowledges the distinctive knowledge, values, and membership of the Native groups.

**Grades:** Credit (IS major) or P/N. To earn a grade of C or higher, students must satisfactory:

✓ Attend and actively engage in all assignments & discussions. Students may miss one class without penalty or excuse. Each additional absence will result in a 1-point deduction from the total score at the end of the term. Points also deducted for excessive tardiness.
✓ Complete all assigned readings before the class date.
✓ Submit all assignments when due at the beginning of class. Late assignments not accepted without prior instructor approval.

**INTL 532 (Graduate credit only):** Each graduate student will lead one class discussion. Come to your selected session well-prepared with important ideas and background information related to the week’s assigned readings and topic, as well as questions or a related activity for students. A sign-up sheet will be circulated during the first week of class.

Final grades will be based on the following matrix (*details follow weekly class schedule)*:

1. Quiz (40%)
2. Weekly reading packet (25%)
3. Team cultural survival project (25%)
4. Attendance (5%) & participation (5%)

**Electronic Devices:** Only students seated in front row of classroom may use laptops or other electronic devices. This will allow the instructor and other students to easily view all open devices. Students using electronic devices for non-class purposes or disrupting other students will be asked to leave the classroom and points will be deducted as absent.

**Class Format:** As a seminar, all students are expected to actively participate in class discussion and presentations. Students must be able to work independently and collaborate online.

**Weekly Discussion Topics & Readings:** All assigned readings are posted on Canvas and are to be read before each class meeting.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic &amp; Assigned Readings</th>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><em>Introduction: What is indigenous culture?</em></td>
<td>Europe</td>
</tr>
<tr>
<td>Week 2</td>
<td>Who Is Indigenous?</td>
<td>First Nations, Canada</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>So what? Why (do we) care?</th>
<th>Native Americans &amp; Alaskans</th>
</tr>
</thead>
</table>


### Week 4
**Indigenous values & knowledge**


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East Asia
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Indigenous rights, roles &amp; relations</th>
<th>Africa</th>
</tr>
</thead>
</table>

| Week 6  | Indigenous (re)presentation & (re)production | M 11/3  
Balkan-Roma  
Middle East & South Asia |
|---------|---------------------------------------------|--------|
**Information Science, 78(1), 11-24.**


**Indigenous & environmental survivability**

<table>
<thead>
<tr>
<th>Week 8</th>
<th><strong>Independent team project field research</strong></th>
<th><em>No class meetings on 11/17 or 11/19.</em></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th><strong>Indigenous tourism &amp; sustainable community</strong></th>
<th>Latin America</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th><strong>Class presentations</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 1-3</td>
<td>• Team projects presented in class</td>
<td></td>
</tr>
</tbody>
</table>
INTL 432/532 Assignment Grade Matrix (Fall 2015)

1. **Quiz (40%)**
   - Two (2) exams will be given in class during the term to measure student attendance, reading performance, and understanding of the discussion topics.
   - Exam dates will not be announced in advance.
   - No make-up credit permitted for missed exams.

2. **Weekly Reading Packets (25%)**
   - Students must submit an annotated bibliography each Tuesday of the assigned weekly readings.
     - ✓ A total of 5 weekly packets are required (weeks 3-7).
     - ✓ The first annotated student packet is due at the beginning of class on Tuesday, October 13 for week 3 readings only.
     - ✓ The last packet is due in class on Tuesday, November 10 for week 7 readings only.
   - The purpose of this assignment is to incentivize students to prepare for each week’s class discussion.
     - ✓ Therefore, late submissions will not be accepted.
   - Be specific and concise when annotating each week’s readings.
     - ✓ What are the critical issues described in the sources?
     - ✓ Do you (dis)agree with the analysis & recommendations of the author(s)?
     - ✓ Why?
     - ✓ What would you do different?
   - Submit all weekly assignments as a hardcopy – no email or electronic attachments.
     - ✓ Include your name & the due date on each packet (i.e., Ringer, Oct 6).
     - ✓ Each entry must be double-spaced.
     - ✓ All direct quotes & references must be properly cited.

3. **Team Cultural Survival Project (25%)**
   Student teams will present an original project at the end of the term (week #10, December 1-3). The goal of each project is to directly benefit and sustain an indigenous community through international trade, travel, or learning. Therefore, your preferred development tools and targeted indigenous communities may be anywhere in the world.
   - Team members will be randomly selected and notified during the second week of class.
   - Projects must be presented as slideshows (PowerPoint, Prezi) or videos (YouTube).
   - Total length = approximately 25 slides or 25 minutes total.

Each presentation must:

- Identify the affected indigenous community and their political, environmental, economic, social & technological challenges. **Who? Where? What?**
• Describe how your project will heighten awareness and appreciation by non-Native viewers of the threats faced by indigenous members to their cultural survival. **So what? Why care?**

• Document three (3) specific ways in which your recommended approach will directly sustain the indigenous community and the human/natural environments upon which they depend. **What to do? “Best practices” to adopt?**

<table>
<thead>
<tr>
<th>Points</th>
<th>Team Cultural Survival Project Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>• Identify &amp; define indigenous community characteristics &amp; “homeland”</td>
</tr>
<tr>
<td>25</td>
<td>• Heighten non-Native awareness &amp; appreciation of indigenous community threats</td>
</tr>
<tr>
<td>25</td>
<td>• Three (3) specific recommendations to directly sustain indigenous people &amp; “home” environments</td>
</tr>
<tr>
<td>10</td>
<td>• Properly cite external sources and data</td>
</tr>
<tr>
<td>10</td>
<td>• Textual &amp; visual “legibility” of presentation</td>
</tr>
<tr>
<td>5</td>
<td>• Include a map with targeted location</td>
</tr>
</tbody>
</table>

### 4. Attendance (5%) & Active Participation (5%)

Participation requires more than simply attending class. Instead, credit is determined by individual student effort & active engagement in class assignments & discussions over the entire term.

<table>
<thead>
<tr>
<th>Points</th>
<th>Student Participation Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Exemplary level of active participation, in excess of 91% of all other students in class or top 9% of class participants</td>
</tr>
<tr>
<td>6-9</td>
<td>Above normal level of feedback and participation, usually 81-90% of level exhibited by the most engaged students enrolled</td>
</tr>
<tr>
<td>5</td>
<td>Normal level of feedback and participation, typically 41-80% of maximum effort or what is expected of every student enrolled</td>
</tr>
<tr>
<td>1-4</td>
<td>Some feedback and limited participation, but rarely exceeds 20-40% of most active student participants in class</td>
</tr>
<tr>
<td>0</td>
<td>Minimal engagement in class feedback, typically sits in back of classroom &amp; plays non-related electronic games, interacts less than 20% of the time compared to other students in class</td>
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</table>