Indigenous peoples have often been viewed as a minor adjunct within the international state system which tends to treat them merely as national minorities. The unique status of Indigenous nations can perhaps better be understood by highlighting the centrality of territory in an Indigenous identity, and the strong connections to place. These connections can be seen in the legal field, in the emphasis on Indigenous territorial sovereignty and the commonalities of Indigenous communities’ experiences under colonial and post-colonial rule. The connection can be seen in the cultural field; in the focus on traditional natural resource use, protection of sacred sites and language revival. The connection can also be seen in the environmental field; in the tribal stress on resource protection and sustainable development. All of these connections have been expressed geographically, through Indigenous cartographies and modern mapping techniques.

Geography, or the study of place, allows us to break down boundaries between disciplines, and particularly boundaries between human beings and the rest of nature. The geographic approach treats "place" not only as a single "site," but as a "location" (linked to other places through networks) and as partly defined by a "sense of place." The examination of "sense of place," in particular, allows students to use geography to examine Indigenous cultural values, environmental ethics, and continuing attachment to sacred sites. The course will view Western legal doctrines through geographic lenses, such as the territorial basis of treaties and sovereign tribal entities. The course will also look at cartography, including pre-colonial Indigenous mapping. Western approaches to mapping Indigenous lands, the definition of Indigenous "nationhood" through mapping, and more recent "counter-mapping" to strengthen cultural and territorial autonomy.

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GEOG 931
Aims
Geog 931 is aimed at providing students with a background into a wide range of contemporary issues for Indigenous nations around the world.

Learning Outcomes
It is intended that students will gain a critical perspective into relevant issues for Indigenous nations with specific regard to:

- the role of geography in colonial expansion,
- a critical understanding of Fourth World theory,
- the role of Indigenous peoples in international fora,
- models of Indigenous self-determination with particular regard to biculturalism and treaty partnership, and
- exposure to dispossession, land claims and the role of cartography in asserting claims.

Hours
Seminars are on Wednesdays from 3-5:20pm in Oldfather Hall 209. They are not proposed as a delivery medium of information but rather as a platform for engagement with the subject through information sharing, discussion and debate. The format for seminars is participatory! Everyone is expected to participate in discussion, debate and small group work. This cannot be achieved without regular attendance. Therefore, as in any graduate class, each student is expected to attend each week, unless unable to do so through illness (in which case it is normal practice to notify the instructor).

You will also be expected to spend a reasonable amount of time reading and thinking about readings. Every week you are expected to complete the prescribed readings and when assigned to lead discussion you will need to complete a one page review of the readings. You will also spend time doing archival research and working on the associated report.

My office hours are on Tuesdays 2 – 4pm.

Reading, reading, reading!
Each week readings will be supplied on the web or in paper form from a variety of sources. For each seminar you are, however, expected to read more widely than the prescribed readings.

A bibliography divided under topic headings is posted on the course web page and included in this handout. This page also includes a list of texts which offer a good starting point to get an overview of the topics covered in seminars and some useful website links.

Assessment
The assessment for this course comprises:

15% leading and participating in “in-class” discussion
35% An in-class presentation of your research paper (April 19th)
50% 6-7,000 word research paper on a topic determined in consultation with the instructor (5pm, April 26th)

Detailed instructions for the research paper will be given in class. The 15% dedicated to “in-class discussion” consists of assessment of your weekly participation in, and contribution to, class discussions and of your leadership in
Plagiarism

Late assignments should be negotiated with the instructor.

You are encouraged to discuss your readings, ideas and assignment work with others — in fact this will be a crucial part of your learning in GEOG 931. The written report that you hand in, however, must be in your own words. Always reference ideas, quotations, diagrams and maps to the source as missing out references constitute plagiarism. Plagiarism results in an automatic zero grade (with a right of appeal).

Bibliography

Fourth World Theory


Indigenous cartography


**Indigenous Identity: Cultural preservation and renewal**


**International Law and Indigenous Rights**


Sustainable development and Indigenous economies

Freeman, Milton M. R. 1998. Inuit, whaling, and sustainability, Contemporary Native American communities ; v. 1. Walnut Creek, CA: AltaMira Press.


Indigenous self-determination


## GEOG 931 Timetable 2006

<table>
<thead>
<tr>
<th>Class date</th>
<th>week</th>
<th>Readings</th>
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<td>Introductions</td>
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| Jan 18     | 2    | Seminar 1 - Geography, Indigenous Nations and Post-colonial theory  
| Jan 25     | 3    | Seminar 2 - People frozen in space and time  
| Feb 1      | 4    | Seminar 3 - Fourth World Theory  
| Feb 8      | 5    | Seminar 4 - de Vitoria, de las Casas and the foundations of international law  
| Feb 15     | 6    | Seminar 5 - At the risk of being heard  
| Feb 22     | 7    | Seminar 6 - Indigeneity, the United Nations and globalization  
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