



UNIVERSITY OF
CALGARY

DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 422 - L01 Fall 2019
Indigenous Politics in Canada

INSTRUCTOR

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OFFICE: SS724

OFFICE HOURS: T 1:45 – 3:00 or by appointment

*Email or office hours are the preferred method of contact.

COURSE DETAILS

DAYS/TIME: T/R 12:30 – 1:45

LOCATION: EDC 284

PRE-REQUISITES: 3 units in Political Science or 3 units in courses labelled Indigenous Studies

ANTI-REQUISITES: Credit for Political Science 422 and 424 will not be allowed

COURSE DESCRIPTION

An introduction to historical and contemporary socio-political issues associated with Indigenous peoples and state-society relations. This course focuses on the foundational concepts, issues, and debates that shape the political relationship between Indigenous peoples and the Canadian state. Students will learn the basic elements of settler colonial political formations and how these give rise to modern constitutions, conceptions of nationhood and citizenship. Further, Indigenous political traditions will be explored, including practices of relationality, kinship, diplomacy, treaties, alliances, conflict, resistance, and resurgence. This course consists of lectures, class discussions, in-class activities, readings, two essays, and a final exam.

REQUIRED READINGS

There is no textbook for this course. However, there are mandatory weekly readings on D2L.

COURSE OBJECTIVES AND LEARNING OUTCOMES

By the completion of this course, successful students will be able to:

- 1) To understand the evolving structure of settler colonialism in Canada
- 2) To provide an overview of Indigenous-state relations in Canada and of significant political issues within Indigenous communities
- 3) To gain the ability to identify the ways in which questions, debates, and issues explored in the course manifest across contexts and locations; to critically locate oneself relative to the topics discussed throughout the course



CAPACITIES

- 1) This course aims to assist students in developing critical thinking skills. Through assignments, course discussions, and examinations students will be expected to demonstrate the capacity for critical thought by deconstructing major themes and questions from the readings and lectures, by exploring the political implications of different ways of thinking about a given issue, and by reflecting critically on their own assumptions and perspectives in relation to these issues.
- 2) This course seeks to improve students' capacity for effective communication and argumentation. Students will learn to review, synthesize and present a broad range of information in a focused manner, and to develop and sustain an argument relative to subjects covered in the course.
- 3) This course aims to help students develop their intellectual mobility; that is, it will encourage students to challenge and collapse dominant narratives, rigid claims to truth, notions of objectivity, pre-existing categories or bases of knowledge and binary ways of thinking.

COURSE COMPONENT WEIGHTS AND DUE DATES

ASSIGNMENT	WEIGHTING	DUE DATE
Essay #1	20%	Oct 17, 2019
Essay #2	30%	Nov 19, 2019
Final exam	35%	TBA
Participation	15%	Throughout the course
Total	100%	

ASSIGNMENTS

Essay # 1

Value: 20% of final grade

Due Date: Oct 17, 2019

Description: **Essay, Max. 2000 words**

Students will be expected to review a political speech (provided by the course instructor) and to construct an argument surrounding the ways in which the speech invokes, employs, reproduces, challenges, or eclipses elements of settler colonialism in Canada. Students will be evaluated on their ability to develop and sustain an argument through reference to the readings and lectures in the first part of the course. Students should demonstrate their ability to think beyond the written word, and describe the meaning and political implications of the messages contained within. Prior to this assignment, the professor will hand out the selected speeches along with reflection questions to help students formulate their arguments.



Essay #2

Value: 30% of final grade

Due Date: Nov 19, 2019

Description: **Essay, Max. 3000 words**

Students will be asked to write a paper on a form of political expression that is connected to a course concept. The political expression should be connected to and analyzed using a respective course concept. Forms of political expression can include (but are not limited to): written documents, case law, government reports, archival documents, manifestos, activist expressions, blog posts, podcasts, art forms, creative works, news stories, and other media.

Students are expected to give a brief summary of the selected work, why they chose it, and its analyze its significance relative to the course concepts. The object of analysis is the relationship between the selected work and the course concept. Examples of possible works and guiding questions will be distributed later in the term.

Final exam

Value: 35% of final grade

Due Date: TBA – During exam period (scheduled by the registrar)

Length: 3 hours

Description: **Cumulative closed book final exam**

This exam will be a combination of multiple choice, short answer questions, and essay questions. It will draw on readings and lectures from the entire course. Students will be assessed on their ability to engage with key topics and debates covered in class. This exam will require more thought than conventional multiple-choice tests. It is not enough to simply know a fixed definition of a concept; rather, students will be asked to apply course concepts covered in lectures and the readings, and to demonstrate the ability to critically engage them.

Participation

Value: 15% of final grade

Description: This course places an emphasis on critical reflection, and will involve a substantial level of in class discussion with regular in-class activities. Half of the participation grade will be based on level and quality of involvement in class discussions, and the other half will be based on the level and quality of involvement in in-class activities (reflections questions, brainstorming exercises, group activities, 3 minute papers, etc.)

COURSE SCHEDULE AND ASSIGNED READINGS

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. *The instructor reserves the right to delete reading from those listed below.* Students will be notified of any changes in a timely manner by way of email and D2L announcements.



Week	Date(s)	Readings (Please refer to D2L for full citations)
Week 1 - Course Overview	Sept 5	Introductions, review of course outline and main themes
Week 2 - Narrative and The Construction of History	Sept 10	Joyce Green - <i>Towards a Detente with History: Confronting Canada's Colonial Legacy</i>
	Sept 12	No Readings Guest Lecture: Student Success Centre Workshop
Week 3 - Settler Colonialism in Canada	Sept 17	Royal Commission on Aboriginal Peoples Report Vol 1 Ch. 1 - pp. 47 - 49, pp. 239 - 259
	Sept 19	Patrick Wolfe - <i>Settler Colonialism and the Elimination of the Native</i>
Week 4 - Indigenous Political Traditions	Sept 24	Russell Lawrence Barsh - <i>The Nature and Spirit of Native American Political Systems</i>
	Sept 26	Kiera Ladner - <i>Governing Within an Ecological Context: Creating an Alternative Understanding of Blackfoot Governance</i>
Week 5 – Practices of Treaty-Making	Oct 1	Heidi Kiiwetinepinesiik Stark - <i>Criminal Empire: The Making of the Savage in a Lawless Land</i>
	Oct 3	Michael Asch - <i>On Being Here to Stay: Treaties and Aboriginal Rights in Canada</i> (Chapter 5)
Week 6 - Assimilation or Recognition of Difference?	Oct 8	Peter Russell – <i>Canada's Odyssey: A Country Based on Incomplete Conquests</i> (Chapter 12)
	Oct 10	<i>The White Paper</i> (1969 Statement of the Government of Canada on Indian policy)/ <i>The Red Paper</i> (Citizens Plus: Indian Chiefs of Alberta) pp.189 - 211
Week 7 - The Struggle for Self-Determination	Oct 15	<i>Indian Self-Government in Canada (The Penner Report)</i> pp.39 - 50
	Oct 17	John Borrows - <i>Freedom and Indigenous Constitutionalism</i> (Chapter 3)



Week 8 - Constitutional Change?	Oct 22	James Youngblood Henderson - <i>Empowering Treaty Federalism</i>
	Oct 24	Joyce Green - <i>ReBalancing Strategies: Aboriginal Women and Constitutional Rights in Canada</i>
Week 9 - The Land Question	Oct 29	Shiri Pasternak, Sue Collis, and Tia Dafnos - <i>Criminalization at Tyendinaga: Securing Canada's Colonial Property Regime through Specific Land Claims</i>
	Oct 31	Sarah Morales - <i>Re-Defining "Good Faith" through Snuw'yulh</i>
Week 10 - Settler Courts and the Struggle for Justice	Nov 5	John Borrows – <i>Recovering Canada: The Resurgence of Indigenous Law</i> (Chapter 1)
	Nov 7	Daniel Voth - <i>Her Majesty's Justice Be Done: Métis Legal Mobilization and the Pitfalls to Indigenous Political Movement Building</i>
Week 11	Nov 10-16	No Readings Midterm Break
Week 12 - Transforming Indigenous Governance	Nov 19	Robert Alexander Innes – <i>Elder Brother, the Law of the People, and Contemporary Kinship Practices of the Cowessess First Nation Member: Reconceptualizing Kinship in American Indian Studies</i>
	Nov 21	Shalene Jobin - <i>Cree Peoplehood, International Trade, and Diplomacy</i>
Week 13 - Righting the Indigenous- Settler Relationship	Nov 26	Jeff Corntassel, Chaw-win-is and T'lakwadzi - <i>Indigenous Storytelling, Truth-telling and Community Approaches to Reconciliation</i>
	Nov 28	Sarah Hunt & Cindy Holmes - <i>Everyday Decolonization: Living a Decolonizing Queer Politics</i>
Week 14 - Alternatives to the State	Dec 3	Glen Coulthard - <i>Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada</i>
	Dec 5	No Readings Wrap-up and Course Review



ADDITIONAL READINGS AND RESOURCES

Additional readings and resources for each week will be posted on D2L under the weekly assigned readings.

The Royal Commission on Aboriginal Peoples Report offers a comprehensive examination of a range of issues relating to settler colonialism and Indigenous-state relations in Canada. The full report can be accessed at the following link: <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

The University of British Columbia has an excellent online resource on key topics relating to the histories, politics, and cultures of the Aboriginal peoples of Canada, which can be accessed at the following link: <https://indigenousfoundations.arts.ubc.ca/home/>

COURSE EXPECTATIONS

EXPECTATIONS FOR ATTENDANCE AND PARTICIPATION

Since this course depends in crucial ways on lecture and in-class discussion, *it is important that you attend regularly (and punctually), and that you participate fully and appropriately.* Please come to class prepared, having read the material and formulated questions about the readings in preparation for discussions and participation activities. Please bring your annotated readings, notes, and relevant media pieces to class.

It is my goal that we all engage course materials with a critical lens. Please be aware of discriminatory power relations and strive to maintain a safe environment for other students. I do not provide make-up work for in-class activities when students are absent. *If health or personal crises arise* that necessitate your absence, it is your responsibility to arrange to obtain notes or other information from class. If you are absent for any reason, you are responsible for all material covered in class.

EXPECTATIONS FOR WRITING

For all written course assignments, including both essays, the final exam, and any in-class writing activities, students will be evaluated on their analytical skills, writing, referencing, and their ability to develop and sustain an argument. Assessment of writing skills will include elements such as grammar, punctuation, sentence structure, clarity, and organization. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.



GUIDELINES FOR FORMATTING ASSIGNMENTS

All written assignments are to be submitted in Times New Roman, 12pt font, double-spaced with standard margins. You are welcome to use MLA, APA, or Chicago style but must be consistent with your choice.

GUIDELINES FOR SUBMITTING ASSIGNMENTS & LATE ASSIGNMENTS

Written assignments are to be submitted on D2L to the commencement of class on their due date. Late assignments are penalized 5% per day (including weekends and holidays). Note that an assignment submitted ten or more days after the due date will be assigned a grade of 0%

Students are responsible for any assignments announced in class and for all announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements

GRADING SCALE

The following grading scale will be used:

A+ (90-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-89)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

INSTRUCTOR GUIDELINES

CLASS COMMUNICATION

An online forum on Desire to Learn (D2L) will facilitate course communication and assignment submission. Please see the resources available at <http://elearn.ucalgary.ca/d2l-student/> for more details on using D2L.

Students are required to obtain and use their U of Calgary email account for all communication with the professor. Check your University email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). I will only send mail to your university account. Full or unchecked e-mailboxes do not excuse you from knowing the content of class emails. Please take the time to properly address your email inquiries, include the course number in the subject line, and make sure to properly sign your message.

INTERNET AND ELECTRONIC DEVICE INFORMATION AND RESPONSIBLE USE

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others during lectures, screenings, and discussions and switch off all MP3 players, cellphones, etc., whenever you enter the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary.



Failure to respect these rules may result in the revocation of your privileges to use devices in the classroom.

RECORDING OF LECTURES

With the exception of students who have arranged for an accommodation through Student Accessibility Services, no audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from the Professor. Course materials (both paper and digital) are for the participant's private study and research.

INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may not be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third-party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course may be allowed under fair dealing.

INFANTS

All parents with infants are welcome in class. Nursing babies are also welcome in class at any time. I would ask that parents with children sit closer to the door such that if their little ones become restless the parent(s) can step outside to see to their child's needs with minimal disruption to the rest of the class. All students are asked to help create a welcoming, supportive environment for parents, and parents are asked to contribute to a considerate environment for other learners in the class.



IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The



decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>



Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>