

DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 424 - L01 Fall 2018
Indigenous Politics

INSTRUCTOR

NAME: Gina Starblanket
EMAIL: gina.starblanket@ucalgary.ca
TELEPHONE: 403.220.4103
OFFICE: SS724 |
OFFICE HOURS: T 11:30 -12:30 or by appointment
*Email or office hours are the preferred method of contact.

COURSE DETAILS

DAYS/TIME: T/R 12:30 – 1:45
LOCATION: SA 119
PRE-REQUISITES: Any 3 units in POLI

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 and practices will be explored, including practices of relationality, diplomacy, treaties, alliances, conflict, resistance, and resurgence. This course consists of lectures, class discussions, in-class activities, readings, a short paper, a portfolio with oral presentation, and a final research paper.

REQUIRED READINGS

There is no textbook for this course. However, there are mandatory weekly readings available through D2L or through the UCalgary library.

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 historicize contemporary issues and understand the contemporary implications of historical issues
- 4) To link key questions, debates, and issues explored in the readings to a range of contexts and identify the ways in which they manifest in day-to-day life; and



- 5) To critically reflect upon their own personal locations and responsibilities within the political formations and relations 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' communicative skills. Effective communication in a range of contexts, both oral and written, necessitates the ability to communicate in a clear and concise manner. Students will learn to review, synthesize and present a broad range of information in a focused manner to allow for the development of in-depth analyses within a relatively limited space.
- 3) This course aims to help students develop their conceptual mobility; that is, it will encourage students to challenge and collapse intellectual forms of containment that manifest through claims to truth, notions of objectivity, rigid categories or bases of knowledge and binary ways of thinking.

COURSE COMPONENT WEIGHTS AND DUE DATES

ASSIGNMENT	WEIGHTING	DUE DATE
Short Paper	20%	Oct 30
Written Portfolio	25%	Dec 6
Oral Portfolio Presentation	10%	Nov 29, Dec 4 & 6
Final exam	30%	TBA
Participation	15%	
Total	100%	

ASSIGNMENTS

Short Paper

Value: 20% of final grade

Due Date: Oct 30, 2018

Type: *1500 word typed paper*

Description: Students will be expected to review two political speeches (provided by the course instructor) and to construct an argument surrounding the ways in which the speech invokes, employs, reproduces, overlooks, ignores, 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 writing tips and reflection questions to help students formulate their arguments.

Portfolio Assignment

Value: 25% of final grade

Due Date: Dec 6th, 2018

Type: 2000 word typed paper

Description: Students will be asked to produce a portfolio of political works and accompanying analyses throughout the semester. Each component of the portfolio will consist of one form of political expression that is connected to a course concept. This will be repeated three times. A complete portfolio will possess three works, each connected and analyzed using a respective course concept. Components of the portfolio could 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 what each selected work is, why they chose this particular form of political expression, and its significance relative to the course content and specific course concepts. Students are then expected to weave these three analyses together using an overarching theme. The object of analysis is the relationship between the selected work and the course concept. A full bibliographic citation of each selected work is to be provided with an analysis below it. Further detail, examples of possible works and guiding questions will be distributed later in the term.

Oral Portfolio Presentation

Value: 10% of final grade

Due Date: Nov 29, Dec 4 & Dec 6

Description: The last three courses will include an opportunity for students to share their portfolios with the class and hear about the work of their peers. Students will be asked to prepare a presentation lasting no more than five minutes. This time limit will be strictly enforced. 5 minutes is not enough time to present your entire portfolio. Instead, you should pick one or two to share, with a focus on why you chose the works and the argument and analysis you are advancing. Make sure to state your central argument, provide supporting analysis and provide examples through reference to your portfolio. A schedule will be passed around later in the term to sign up for presentation slots.

Final exam

Value: 30% of final grade

Date: TBA – During exam period (Registrar scheduled between Dec 10 – 20)

Length: 2 hours

Description: This cumulative closed book final exam will be a combination of multiple choice and short answer questions, drawing 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 in relation to questions covered in lectures and the readings.

Participation

Value: 15% of final grade

Description: This course places an emphasis on critical reflection will involve a substantial level of in class discussion with regular group activities. Participation grades are based on the level and quality of involvement in class discussions and activities.

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 all changes in a timely manner by way of email and D2L announcements.

Week #	Module	Readings
<i>Week 1</i>	Course Overview	<i>Sept 6</i>
<i>Week 2</i>	Settler Colonialism in Canada	<i>Sept 11</i> Joyce Green - <i>Towards a Detente with History: Confronting Canada's Colonial Legacy</i> <i>Sept 13</i> Patrick Wolfe - <i>Settler Colonialism and the Elimination of the Native</i>
<i>Week 3</i>	Indigenous Political Orders	<i>Sept 18</i> Susan Hill - <i>Traveling down the river of life together in peace and friendship, forever: Haudenosaunee land ethics and treaty agreements as the basis for restructuring the relationship with the British Crown</i> <i>Sept 20</i> Kiera Ladner - <i>Governing Within an Ecological Context: Creating an Alternative Understanding of Blackfoot Governance</i>
<i>Week 4</i>	Jurisdiction, Extinguishment and Consent	<i>Sept 25</i> Michael Asch - <i>On Being Here to Stay: Treaties and Aboriginal Rights in Canada</i> <i>Sept 27</i> Heidi Kiiwetinepinesiik Stark - <i>Criminal Empire: The Making of the Savage in a Lawless Land</i>



Week 5	Constitutions & the Modern Settler	<p>Oct 2 James Tully - <i>Strange Multiplicity: Constitutionalism in an Age of Diversity</i> (Chapter 1)</p> <p>Oct 4 Peter Russell - <i>Canada's Odyssey: A Country Based on Incomplete Conquests</i> (Chapter 12)</p>
Week 6	Assimilation & Resistance	<p>Oct 9 <i>The White Paper</i> (1969 Statement of the Government of Canada on Indian policy)</p> <p>Oct 11 <i>The Red Paper</i> (Citizens Plus: Indian Chiefs of Alberta) (pp.189-211)</p>
Week 7	Nationalism and Citizenship	<p>Oct 16 Alan Cairns - <i>Citizenship and Indian Peoples: The Ambiguous Legacy of Internal Colonialism</i></p> <p>Oct 18 In-class midterm exam</p>
Week 8	Constitutional Change?	<p>Oct 23 John Borrows - <i>Freedom and Indigenous Constitutionalism</i> (Chapter 3)</p> <p>Oct 25 Joyce Green - <i>ReBalancing Strategies: Aboriginal Women and Constitutional Rights in Canada</i></p>
Week 9	Conflict and Resistance	<p>Oct 30 Shiri Pasternak, Sue Collis, and Tia Dafnos - <i>Criminalization at Tyendinaga: Securing Canada's Colonial Property Regime through Specific Land Claims</i></p> <p>Nov 1 Audra Simpson - <i>The State is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty</i></p>
Week 10	Settler Courts and Indigenous Political Mobilization	<p>Nov 6 James Youngblood Henderson & Marie Battiste - <i>How Aboriginal Philosophy Informs Aboriginal Rights</i></p> <p>Nov 8 Daniel Voth - <i>Her Majesty's Justice Be Done: Métis Legal Mobilization and the Pitfalls to Indigenous Political Movement Building</i></p>
Week 11	Midterm Break No Class	Nov 11 - 17
Week 12	Relationships, Reconciliation, and Redress	<p>Nov 20 Sarah Morales - <i>Re-Defining "Good Faith" through Snuw'uyulh</i></p>



		Nov 22 Jeff Corntassel, Chaw-win-is and T'lakwadzi - Indigenous Storytelling, Truth-telling and Community Approaches to Reconciliation
Week 13	From Recognition to Resurgence	Nov 27 Glen Coulthard - <i>Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada</i> Nov 29 Portfolio Presentations
Week 14	Wrap-up	Dec 4 & 6 Portfolio Presentations

RECOMMENDED RESOURCES

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 the short paper, portfolio, 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.

COPYRIGHT

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>).

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

ABSENCE FROM A MID-TERM EXAMINATION

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) 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.

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.

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>.



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-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

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 will be destroyed after six months from the end of term; final examinations are destroyed after one year.

EVACUATIONS 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 RESOURCE

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: ask@gsa.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/>