



UNIVERSITY OF
CALGARY

DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 624 - S01 Winter 2019
Advanced Seminar on Indigenous-State Relations in Canada

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: Tu 12:30 – 3:15
LOCATION: SS 729
PRE-REQUISITES: No pre-requisites

COURSE DESCRIPTION

Indigenous nations maintain a unique legal and political relationship with federal and provincial governments in Canada. Indigenous peoples, as the original inhabitants of these territories, hold diplomatic accords and treaties with European newcomers that outline their sovereign status and national character. Yet, Canada continues to move away from the early principles outlined in their diplomatic relations with First Nations, instead placing narrow definitions and numerous constraints on Indigenous nations' abilities to exercise their inherent sovereignty. Over time, Indigenous peoples have drawn upon a rich body of political thought and employed diverse political strategies to resist, alter, or remedy colonial relations. This course engages with the contributions made by Indigenous scholars to rethinking Indigenous-state relations in Canada. Emphasis is placed on Indigenous scholars' critiques of settler-colonialism in Canada, the legal and political significance of Indigenous peoples' relationships with land, reconciliation debates, Indigenous gender oppression, and the politics of decolonization in Canada.

COURSE APPROACH

This course is discussion based and will consist of readings, oral presentations, and written components. 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 and additional notes necessary to carry on a full class discussion.

REQUIRED READINGS

1. Coulthard, Glen. 2014. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.
2. Pasternak, Shiri. 2017. *Grounded Authority: The Algonquins of Barriere Lake Against the State*. Minneapolis: University of Minnesota Press.
3. Simpson, Leanne. 2017. *As We Have Always Done: Indigenous Freedom Through Radical*



Resistance. Minneapolis: University of Minnesota Press.

4. Tully, James, John Borrows and Michael Asch, eds. 2018. *Resurgence and Reconciliation: Indigenous – Settler Relations and Earth Teachings*. Toronto: University of Toronto Press.

COURSE OBJECTIVES AND LEARNING OUTCOMES

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

- 1) To engage with the diverse manifestations of settler colonialism in Canada
- 2) To demonstrate the capacity for critical literacy and reflection
- 3) To identify the central thesis in readings and respond using original ideas
- 4) To develop, sustain, and present succinct arguments in written and oral formats
- 5) 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

CAPACITIES

- 1) This course aims to assist students in developing critical literacy and critical thinking skills. Through written assignments and in-class discussions, students will be expected to demonstrate the capacity to identify and engage with major themes and questions from the readings by exploring the political implications of different ways of thinking about a given issue, by assessing the merits of diverse proposals and arguments, and by reflecting critically on their own knowledge, assumptions and perspectives.
- 2) This course seeks to improve students’ oral and written communicative skills. Effective communication in a range of contexts 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.

COURSE COMPONENT WEIGHTS AND DUE DATES

| ASSIGNMENT | WEIGHTING | DUE DATE |
|------------------------------|-----------|---|
| Short Paper and Presentation | 25% | Dates assigned in the first week of class |
| Weekly Questions | 30% | Every week by Tuesday at 10 am. |
| Final Research Paper | 35% | April 16, 2019 |
| Participation | 10% | |
| Total | 100% | |

ASSIGNMENTS

*Students are required to read all assigned readings and complete all 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.

a) Participation (10%):

This course places an emphasis on critical reflection and group discussion. Participation grades are based on attendance as well as the level and quality of involvement in class discussions and activities. Graduate students are expected to take on a particularly strong leadership role in class discussions. 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.

b) Short Paper and Presentation (25%):

Throughout the term, each graduate student will be responsible to compose a short paper and present on the weekly readings for one class. Papers will be 6-8 pages long and will critically engage with the central themes and questions of a particular week's reading. You will not submit weekly questions for this week. This response paper should have a clear argument and thesis while demonstrating your knowledge and comprehension of the readings and course content. Like the Weekly Questions assignment, you will want to demonstrate that you are able to think critically about the proposals put forward in the readings. You can either focus on the broad questions and themes of the text or chose to focus on one or a few specific questions raised in the text. You are welcome to compare and contrast these themes to other course readings, but you should keep the primary focus of the paper on the text(s) you are addressing. In addition, you are responsible to run class discussion for a portion of the class this day. You are welcome to facilitate the discussion through any mode you prefer such as an in-class activity, bringing in supplemental material, raising questions for group discussion, etc. The short paper is to be submitted via D2L by midnight on the day of your presentation.

c) Weekly Questions (30%):

Beginning with Week 2, students will be required to submit 2-3 essay-style questions that critically engage with the assigned readings by **Tuesday at 10:00am**. There are eleven weeks available to submit questions (this does not include the week of reading break). You are required to submit questions for eight of these weeks. Assignments submitted after 10:00am are reduced in grade and will not be accepted after 12:30pm on Tuesdays.

These questions should address pertinent issues raised in the week's readings. They should be open-ended and should be geared towards provoking thought and discussion. You are not testing my knowledge of the material but instead demonstrating your knowledge by detailing key points from reading and lecture and developing critical thought questions in response to these materials. The purpose of this exercise is to let me know you are engaging the reading materials. Your questions should reflect your ability to compare and contrast information, to differentiate between facts and opinion, and to recognize and evaluate author bias, if that is detected. They should also indicate your competence to make critical judgments and draw firm conclusions about the materials read.

This method is used to encourage students to think critically about the multifarious challenges facing Indigenous nations in the exercise of their inherent sovereignty and efforts towards Indigenous



resurgence. For example, questions may focus on the role of settler colonialism in the construction of key legal policies and the implication of these policies for Indigenous nations in their efforts to meet their obligations and responsibilities to their citizenry and to creation. Or questions may take up the contemporary challenges that face Indigenous nations in their efforts to protect their lands and citizens from degradation. These are just a few examples of the range of topics available for consideration.

NOTE: Please submit your weekly questions in D2L. You should keep a copy of your questions as computer problems may arise. I will provide feedback for the first two submissions but will only submit grades after this. If you should have any questions about your grades or how to improve your weekly questions, do not hesitate to come by my office hours or send me an email.

d) Final Research Paper (35%):

Graduate students are required to write a research paper that is 20 double-spaced typed pages. You may focus on any theme or question related to the course readings and discussion. For example, you may choose to focus on a particular case or policy or event, or you may focus on Indigenous responses to a particular issue.

There is a wide range of possible topics and therefore, you must submit a one page project proposal with a working bibliography by February 19th. I will review your proposal to ensure that your topic is appropriate and manageable. Political, legal, and historical perspectives should be used to frame your research and writing. Importantly, the proposal helps you to narrow your topic, ensures there are sufficient sources for this topic, and initiates the formulation of your argument.

Your paper proposal should provide a description of your topic and detail how this topic is relevant to the course. What themes or issues from the course will be central to your research? What is your research question? Thesis statement? Provide a preview of your argument. What steps will you take to address your topic? Identify sub-arguments you need to prove your larger argument. Make sure to include a working bibliography with numerous sources to demonstrate you have selected a manageable topic. While I do not require an annotated bibliography, do tell me in a sentence or two how the source fits with the paper.

Please ensure that you are consistent and accurate and be sure and include a complete lengthy bibliography that consists of properly cited primary and secondary sources, books, and journal articles. Four sources is not a lengthy bibliography. Use the Internet cautiously as many personal websites contain poor or inaccurate information. Only referred academic sources and primary documents qualify as proper sources. **The final paper is due** via D2L by midnight on **Tuesday, April 16th**.

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 # | Readings |
|---------------------|--|
| Week 1 (Jan 15) | No readings, overview of syllabus and introduction to course |
| Week 2 (Jan 22) | Coulthard: Introduction, Chapters 1 - 2 |
| Week 3 (Jan 29) | Coulthard: Chapters 3 - 4, Conclusion |
| Week 4 (Feb 5) | Pasternak: Introduction, Chapters 1 & 3 |
| Week 5 (Feb 12) | Pasternak: pp.116 – 189 |
| Week 6 (Feb 19) | No Class (Reading Break) |
| Week 7 (Feb 26) | Pasternak: Chapters 8 - 9, Conclusion |
| Week 8 (Mar 5) | Simpson: Introduction, Chapters 1 - 4 |
| Week 9 (Mar 12) | Simpson: Chapters 7, 8, & 10 |
| Week 10 (Mar 19) | Simpson: Chapters 9, 12, & Conclusion |
| Week 11 (Mar 26) | Asch, Borrows, Tully: Introduction, Chapters 1 & 2 |
| Week 12 (Apr 2) | Asch, Borrows, Tully: Chapters 3 & 9 |
| Week 13 (Apr 9) | Asch, Borrows, Tully: Chapters 5, 6, 8 & 10 |

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.* 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 weekly questions, short paper, and final research paper, 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

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/n-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-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 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: 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/>