

Brock University Department of Political Science
POLI 3P14
Aboriginal Politics in Canada
Winter 2014

Instructor: Janique Dubois, Ph.D.

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Class: Thursdays, 8-10am (GL164)

Office Hours: PLZ 331, Thursdays 10am-noon or by appointment

Summary and Course Objectives

The Idle No More movement brought international attention to Aboriginal politics in Canada. Why did this movement capture the attention of citizens and governments in Canada and abroad? To better understand this grassroots movement as well as the contemporary demands of Aboriginal peoples, this course provides a survey of key historical developments that have shaped Aboriginal-state relations in Canada. Over the course of the semester, you will learn about settler-state relations, treaties, land claims, Indigenous governance and resistance. To help unpack the complexity of issues affecting Aboriginal peoples in Canada, in-class discussions and lectures will focus on developing critical thinking skills. After completing the course, you will be better equipped to talk about Aboriginal politics in an informed and nuanced manner.

Evaluation Summary

Reflection Papers	20%	*due in seminar
Midterm Take Home Exam	25%	*due in class February 27 th
Seminar Participation	15%	
Research Essay Proposal	10%	*due in class March 13 th
Research Essay	30%	*due April 10 th , before 4pm

Requirements

Reflection Papers (20%): You are asked to write 5 short reflection papers. The purpose of the reflection paper is for you to be able to voice your thoughts, offer suggestions and reflect more generally on the topic of the week. You should not summarize and critique the assigned readings. Instead, identify the theme of the week's readings, such as nation-to-nation relations or land claims, and provide your thoughts on this theme. To guide your reflection, consider the following questions: What did you learn about this week's theme? Did anything surprise you? What questions does the theme trigger? Do Aboriginal peoples and the state hold conflicting views on this week's topic? Can they be reconciled? Should they be reconciled? Be thoughtful, honest and critical. You might find it useful to follow current events to inform your reflection papers. Papers should be **no more than 2 pages, double-spaced, 12 point Times New Roman** font with unaltered margins and must be handed in on Wednesdays at the beginning of the seminar. A title page is not required but be sure to include your name and the time of your seminar. You are required to submit 5 reflection papers throughout the semester – see seminar schedule below. Each is worth 4%. No late reflection papers will be accepted – plan ahead!

Seminar Schedule

<i>Date</i>	<i>Theme</i>
January 15	Idle No More
January 22	Nation to Nation Relationships
January 29	Historical Treaties
February 5	Modern Treaties
February 12	Contemporary Crises
February 19	*Break week
February 26	Consequences of the Indian Act
March 5	Aboriginal Justice
March 12	Aboriginal Women
March 19	Urban Aboriginal Peoples and the Métis
March 26	Aboriginal-State Reconciliation
April 2	No seminar

Midterm Take Home Exam (25%): A take home exam will be handed out on February 13th and is due in class on February 27th. In addition to the printed copy that you will submit in class, you must upload your take home exam on SAKAI under Assignment 2 before the due date. Late online and physical submissions will be penalized 5% a day, including weekends.

Essay Proposal (10%): Choose a topic discussed in class that is of interest to you and on which you would like to write a research essay. If you are interested in writing on a topic not directly discussed in class, consult the professor for approval before March 6th. You are required to submit an essay proposal **in class on March 13th**. Late proposals will be penalized 5% a day, including weekends. The proposal should include the following elements:

- The title of your essay
- An abstract: An abstract is a long but concise paragraph that describes to your readers (and clarifies in your own mind) what your research paper is about. It identifies the context, the subject, and proof for the argument you are advancing. The abstract will also act as a useful document to guide the writing of your research paper. You will notice that most academic journals include an abstract at the beginning of each published article. Take a look at abstracts in journals such as the *Canadian Journal of Political Science* or the *Canadian Journal of Native Studies* for examples.
- A preliminary bibliography containing at least 5 peer-reviewed sources
- Include your name and the course title and code

Research Essay (30%): Your research essay should explore an issue related to Aboriginal politics in Canada. For tips on how to write a research paper, check out this site – http://acts.twu.ca/Library/research_essays.htm. The key is to choose a clear research question that can be adequately addressed within the scope of your paper. You must use a minimum of 5 peer-reviewed academic sources – choose sources that best help you answer your research question. You can choose to use in-text citations or footnotes. Whatever you choose, be consistent in the referencing style. Include a title page with the following information: title, your name, date, professor's name, class title and code. Your essay should be **double-spaced in**

Times New Roman 12-point font with unaltered margins. Pages should be numbered. Double-sided printing is preferred. Essays are **due on April 10th** before 4pm. Papers can be submitted to the Political Science Department or left in the drop box – PZ 3rd floor and must also be uploaded under Assignment 2 on SAKAI. Late online and physical submissions will be penalized **5% a day**, including weekends (i.e. if you submit a physical copy but fail to upload your essay on SAKAI, you will be penalized 5% a day).

Seminar Participation (15%): Your performance in seminar will be evaluated based on your punctual attendance and your active participation in discussions. Your contributions to the discussions should demonstrate that you have completed the assigned readings and are listening attentively to others. You may also wish to follow current events and bring relevant issues to the attention of the class during the discussion. Your reflection papers should help inform your contributions to the discussion. Students who are merely physically present, voice opinions or make claims unrelated to lectures and readings will not fulfill the seminar participation requirement. * **Attendance is mandatory.**

Topics and Readings

Below is a list of required readings. All of the readings are available under resources on SAKAI. For your convenience, a reader is also available for purchase at the bookstore – to print the reader on demand, allow at least 24 hours. Links with a * can be found online or on SAKAI. The books from which the assigned readings are taken are available on reserve at the library – you might find them useful in preparing your research papers.

Week 1 – Introduction (January 9)

James S. Frideres, “Knowing your History,” in *First Nations in the Twenty-First Century*, Don Mills: Oxford University Press, 2011, pp. 1-23.

* CBC Ideas Episode, “Legends of Ahtakahkoop.” Podcast online
<http://www.cbc.ca/ideas/episodes/2011/03/08/legends-of-the-ahtahkakoop/>.

Week 2 – Idle No More (January 16)

Kristin Moe, “Idle No More: Indigenous Uprising Sweeps North America.” Online at
<http://www.yesmagazine.org/people-power/idle-no-more-indigenous-uprising-sweeps-north-america>.

Leanne Simpson, “Aambe! Maajaadaa! (What #IdleNoMore Means to Me). Online at
<http://decolonization.wordpress.com/2012/12/21/aambe-maajaadaa-what-idlenomore-means-to-me/>.

* The Agenda with Steve Paikin: Idle No More: Protest to Change? Podcast online at
<http://ww3.tv.o.org/video/186768/idle-no-more-protest-change>.

Week 3 – Nation to Nation Relationships (January 23)

Leanne Simpson, “Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships.” *Wicazo Sa Review*, 23. 2 (2008), pp. 29-42.

* Royal Commission on Aboriginal Peoples, “Highlights.” Online at <http://www.aadnc-aandc.gc.ca/eng/1100100014597/1100100014637#chp4>.

Week 4 – Historical Treaties (January 30)

John Borrows, “Wampum at Niagara: Canadian Legal History, Self-Government, and the Royal Proclamation,” in *Aboriginal and Treaty Rights in Canada*, edited by M. Asch. Vancouver: UBC Press, 1997, pp. 155-172.

Sharon H. Venne, “Understanding Treaty 6: An Indigenous Perspective,” in *Aboriginal and Treaty Rights in Canada*, edited by M. Asch. Vancouver: UBC Press, pp. 173-208.

John S. Long, “How the Commissioners Explained Treaty Number Nine to the Ojibway and Cree in 1905.” *Ontario History* 98.1 (2006): 1-30.

Week 5 – Modern Treaties and Land Claims (February 6)

Christopher Alcantara, “To Deal or Not to Deal? Aboriginal Peoples and Comprehensive Land Claims Negotiations in Canada.” *Publius: The Journal of Federalism* 38.2 (2007): 343-369.

Jack Hicks and Graham White, “Nunavut: Inuit Self-Determination through a Land Claim and Public Government?” in *The Provincial State: Politics in Canada’s Provinces and Territories*, edited by K. Brownsey and M. Howlett. Toronto: University of Toronto Press, 2001, pp. 389-439.

Week 6 – Oka Crisis: Sparking a Debate (February 13)

* Alanis Obomsawin, “Kanehsatake: 270 Years of Resistance.” Watch online at http://www.nfb.ca/film/kanehsatake_270_years_of_resistance/.

Laura DeVries, *Conflict in Caledonia: Aboriginal Land Rights and the Rule of Law*. Vancouver: UBC Press, 2011, pp. 1-7 and 81-109.

*Midterm Take Home Exam distributed in class

*Guest speaker TBC

Week 7 – Break Week *No Class (February 20)

Week 8 – The Consequences of the Indian Act (February 27)

James S. Frideres, “Aboriginal Residential Schools: Compensation, Apologies, and Truth and Reconciliation,” in *First Nations in the Twenty-First Century*. Don Mills: Oxford University Press, 2011, pp. 57-79.

Rosalind Ing, “Canada’s Indian Residential Schools and Their Impacts on Mothering,” in *Racism, Colonialism and Indigeneity in Canada*, edited by M. Cannon and L. Sunseri. Don Mills: Oxford University Press, 2011, pp. 120-127.

Kim Anderson and Jessica Ball, “Foundations: First Nation and Métis Families,” in *Visions of the Heart: Canadian Aboriginal Issues, 3rd edition*, edited by D. Long and O. Dickason. Don Mills: Oxford University Press, 2011, pp. 55-89.

Week 9 – Aboriginal Justice (March 6)

Joyce Green, “From Stonechild to Social Cohesion: Antiracist Challenges for Saskatchewan,”; Patricia A. Monture and Mary Ellen Turpel, “Aboriginal Peoples and Canadian Criminal Law”; and Andrea Smith, “Sexual Violence as a Tool of Genocide,” in *Racism, Colonialism and Indigeneity in Canada*, edited by M. Cannon and L. Sunseri. Don Mills: Oxford University Press, 2011, pp. 231-262.

Week 10 – Aboriginal Women (March 13)

Cora Voyageur, “First Nation Women in Canada,” in *Visions of the Heart: Canadian Aboriginal Issues, 3rd edition*, edited by D. Long and O. Dickason. Don Mills: Oxford University Press, 2011, pp. 213-237.

Rauna Kuokkanen, “Self-Determination and Indigenous Women’s Rights at the Intersection of International Human Rights.” *Human Rights Quarterly* 34.1 (2012): 225-50.

*Guest speaker TBC

*Essay proposal due in class

Week 11 – Urban Aboriginal Peoples and the Métis (March 20)

Kevin FitzMaurice and Don McCaskill, “Urban Aboriginal People in Canada: Community Trends and Issues of Governance,” in *Visions of the Heart: Canadian Aboriginal Issues, 3rd edition*, edited by D. Long and O. Dickason. Don Mills: Oxford University Press, 2011, pp. 328-350.

Kelly Saunders, “No Other Weapon. Métis Political Organization and Governance in Canada,” in *Métis in Canada: History, Identity, Law and Politics*, edited by C. Adams, G. Dahl and I. Peach. Edmonton: University of Alberta Press, 2013, pp. 297-432.

Week 12 – The Perils of Aboriginal-State Reconciliation (March 27)

Glen Coulthard, "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory* 6.4, (2007): 437-460.

Week 13 – The Future of Aboriginal Peoples in Canada (April 3)

Readings to be determined

Brock University Statement on Academic Misconduct

www.brocku.ca/social-sciences/undergraduate-programs/cpcf/student-success/academic-integrity

“Because academic integrity is important to the well-being of the academic community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating such as copying answers or using crib notes during a test. The penalties for academic misconduct can be very severe. A grade of 0 may be given on the assignment or on the course, and a second offence may result in suspension from the University. Students are urged to read the section of the Brock University calendar that pertains to academic misconduct.”

Academic Accommodation for Students with Disabilities

“As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.”

Academic Accommodation due to Religious Obligations

“Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.”

POLICY ON LATE ASSIGNMENTS

Assignments received by the instructor or deposited in the Political Science department Essay box after **4:00 p.m.** on the day that it is due will be penalized **five per cent** for each day that it is late, including weekends. No paper will be accepted one week after the due date.

An essay is considered received when the **original** hard copy of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. All essays must include a title page with the title of your paper, your student number, instructor name, course name and number, date.

Having an essay date-stamped by security, or the library, or anyone else does **not** constitute receipt of the essay by the Political Science Department. In addition to handing in a paper copy, students are required to submit their take home exams and essays to SAKAI **on or before the due date**. Late physical and online submissions will be penalized 5 per cent per day, including weekends (i.e. you must submit your assignment to SAKAI and on paper before the deadline to avoid late penalties). Turnitin.com will be used to verify the originality of papers (see above). Students who wish not to submit their papers on Turnitin.com must notify the instructor and make alternative arrangements 3 weeks **before** the due date.

Extensions will not be granted without valid documentation. Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

POLICY ON RETURNING MARKED ASSIGNMENTS

Marked assignments will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in two ways:

- directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or
- directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.

Note: Assignments that are not picked up within six months after the end of term will be shredded.
