

SYLLABUS AS OF 1/11/13

PLEASE NOTE: This syllabus will be updated regularly. Please do not assume it's final.
Check Blackboard for Syllabus updates.

POL382H1S Aboriginal Politics in Canada University of Toronto – Department of Political Science

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| Instructor: | Michael Bryant |
| Meeting Time: | Wednesdays Noon-2pm |
| Meeting Space: | UC 161 |
| Contact Info: | email: michael.bryant@utoronto.ca |
| Office Hours: | Wednesdays 11am-Noon |
| Office: | SS 3060 |

Course Description:

The course explores some of the key issues in Aboriginal politics in Canada. As a survey course, it provides students with an overview of historical and contemporary issues in Aboriginal societies and institutions such as Aboriginal self-governance, and redressing past wrongs.

The 2013 course commences amidst an extraordinary current event: the hunger strike of an Ontario First Nations Chief, and a grassroots movement, Idle No More; together, this convergence of events has triggered international attention to aboriginal politics in Canada. Following these events, and coming government responses, requires continual updates to course material, and this syllabus in particular. Please follow updates on Blackboard (see explanation below).

There will be a number of guest speakers, most of whom will be aboriginal peoples. The content arising from these guest speakers will be examinable, in addition to readings and classes.

Course Aims and Objectives:

It is expected that students will gain a broader understanding of who Aboriginal people in Canada are, and why there is a special historical, political and constitutional relationship between the state and Aboriginal peoples in Canada.

At the completion of this course, the successful student will be able to:

1. Identify and describe the history of Aboriginal-Crown relations;
2. Identify and describe the development and context of Aboriginal political movement and mobilization;
3. Analyze the role of the history of Aboriginal-Crown relations in the contemporary Aboriginal and Canadian political context, and
4. Evaluate the relationship between Aboriginal political mobilizing and contemporary Aboriginal-state relations.

Required Readings

1. Publications available online through the UToronto Library website (search under e-journals). These readings are marked by * in the syllabus.
2. Selected electronic readings available on Blackboard. This is indicated in the syllabus.

Assignments

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| Class Participation | 10% | |
| Mid-term take-home assignment | 25% | Due in Class 6 (Feb. 13) |
| Research Essay | 25% | Due in Class 10 (Mar. 19) |
| Final Examination | 40% | Scheduled by Faculty of Arts (Apr 10-30) |

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Evaluation

Class Participation 10%

Students will be assigned a class in which they will participate, in alphabetical order (eg., all the people with the last name "A" will be called upon in Class 3), plus students participating regularly will be graded accordingly. Do not fear this 10%. It simply ensures that a few students will be expected to be called upon, thus stimulating class discussion, and avoids having the same people participating every class without exception.

Mid-term Take-home Essay 25% **Due in Class 6**

Students will be given a list of essay questions in Class 5. Students will choose one question to respond, based on the course lectures and readings up to Class 5. Required length: 1000 words or 4 pages, double-spaced. Please indicate word count, name, student # and course on front page.

Short Research Paper 25% **Due in Class 10**

The research paper allows students to deepen their understanding of a course topic that interests them. Students are asked to choose an issue relating to the course content and write a paper on it. If you are uncertain about your topic, discuss with the instructor. Required length: 1200 words or 5 pages, PLUS bibliography. Please indicate word count, name, student # and course on front page.

Final Exam 40% **Scheduled by Faculty of Arts (April 10-30)**

Policies

1. Lecture Notes

Students are responsible for taking their own lecture notes. Instructor's notes or outlines will not be posted on Blackboard. If you need help with note taking, contact the University of Toronto Writing Centre for mentoring.

2. Late Penalties

Assignments must be handed in on time as hard copies (not as email attachments). A late penalty of 5% applies for assignments handed in one day late. For each day thereafter (including weekends and holidays), an additional 2% of your total mark will be deducted, unless there are special circumstances and the professor is notified no less than 24 hours before the assignment is due. Late penalty is calculated from the date the assignment is submitted as a hard copy. Supporting documentation will be required before any extension is granted. Appropriate documentation must be submitted within one week of the late assignment or missed midterm.

Requests due to work overload (either university-related or extra-curricular) will not be accepted. Missing class on the day in which an assignment is due does not give you an extension for the assignment. Late-assignments should be submitted to the main desk of the Political Science Department (on the 3rd floor of Sidney Smith Hall). Students should make sure that late submissions are signed and dated by staff. Only hard copies are acceptable. E-mailed or faxed assignments will

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not be accepted unless you have obtained prior approval from the professor. No assignments will be accepted after the last day of classes.

Assignments must be submitted to Turnitin.com (see below) before submitting the hard copy in class they are due. In case the hard copy of the assignment is submitted by the deadline but not electronically submitted to Turnitin.com, late penalty of 1% applies. For each day (including weekends and holidays) Turnitin.com submission is late, 1% of your total mark will be deducted.

3. Format of Written Assignments

Please print the word count on the front of each paper. All papers should be printed, double-spaced, 12 font (Times), 1" margins all around, page numbered and securely stapled. Papers that go beyond the stated page limit for the assignment, or papers that do not conform to the directions above, may be penalized.

In all written assignments you must follow basic academic citation rules. You may use the referencing style of your preference (MLA, Chicago, APA, etc.), as long as you are consistent and provide complete references. Please consult a style guide in case you have doubts regarding how to properly include a reference in your assignment.

You are encouraged to print your written assignments on both sides of the page as part of the UofT double-sided initiative. Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing in to the Department. These should be kept until the marked assignments have been returned.

4. Grade Appeal

If you have concerns regarding your grade of a specific assignment (either a paper grade or a midterm grade) you can submit a grade appeal. No appeal will be considered unless it is accompanied by a detailed ½ -1 page written explanation of why you feel the grade is unjustified. Once an appeal is submitted the professor will reexamine the entire assignment, not just the question or paragraph mentioned in the appeal. The appeal process can result in one of three outcomes: no change to the original grade, a higher grade, or a lower grade. If you wish to submit a written appeal, you must submit it within one week of grade submission.

5. Communication with the Instructor

The main communication tool between the instructor and students is Blackboard. Students are asked to check regularly (including before the class) their UToronto email address and Blackboard for announcements, including unexpected changes to the class schedule due to illness etc. If you need to contact the instructor for a course-related issue, including an assignment or test, post your question on Blackboard's Discussion Board Forum specifically dedicated for this purpose. Use email only for personal matters (e.g., illness or other absence from class). Course-related questions sent via email may not be responded. Students can reasonably expect a response in 1-2 days. As a general rule, student inquiries sent 24 hours prior to an assignment or test will not be replied. Do **not** email the instructor to inquire about an individual mark; grades are posted on Blackboard and returned to the students in due course. Assignments submitted as email attachments are not accepted.

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6. Academic Integrity and Plagiarism

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently. According to Section B of the University of Toronto's *Code of Behaviour on Academic Matters*

(<http://www.utoronto.ca/govcncl/pap/policies/behaveac.html>) which all students are expected to know and respect, it is an offence for students to:

- Use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism
- Include false, misleading or concocted citations in their work.
- Obtain unauthorized assistance on any assignment.
- Provide unauthorized assistance to another student. This includes showing another student completed work.
- Submit their own work for credit in more than one course without the permission of the instructor.
- Falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes.
- Use or possess an unauthorized aid in any test or exam.

There are other offences covered under the Code, but these are by far the most common. Please respect these rules and the values which they protect. Note that plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information, see the University of Toronto's policy on Plagiarism at www.utoronto.ca/writing/plagsep.html or www.utoronto.ca/academicintegrity.

Turnitin.com

Normally students will be required to submit their course assignments (Take-home Essay and Research Paper) to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website. Please follow the instructions on how to set up a Turnitin.com account, enroll in the course and submit a paper in the "Turnitin.com guide for students" available on Blackboard. The Class ID is 4646832 and Password: POL308.

If, as a student, you object to using Turnitin.com, an alternative arrangement for the submission of your written assignment will be made available. You will be required to do all of the following: 1) meet the instructor for a brief discussion about the research process prior to the assignment due date, 2) submit all your rough work (earlier drafts) and notes with your assignment, and 3) submit an electronic copy of your essay to the instructor (in addition to a hard copy) by e-mail with the course identifier (POL382H1S) in the subject line.

Note that all students (including those using Turnitin and those not) are required to submit a hard copy of their assignment (whether or not it is submitted late) and that, for the purposes of calculating a late penalty, it will be the hard copy, and not the one submitted to Turnitin.com that

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counts. Written assignments have to be submitted to Turnitin.com before class when the assignment is due. Submissions after class count as late submissions (see above, #2).

Weekly Schedule

Classes 1 (Jan. 9) & 2 : Introduction to the Course / History of Crown-Aboriginal Relations Required Readings:

- David Newhouse & Yale Belanger, "Canadian Problem in Aboriginal Politics" in Long, David & Dickason, Olive Patricia, Visions of the Heart, 3rd Edition, Oxford. University Press (Blackboard PDF).
- [Royal Commission on Aboriginal Peoples \(1996\)](#), online, or Blackboard PDF, Volume I, Chapters 3-7.
- [Ipperwash Commission, Part II, Chapter 7: Education about Aboriginal Peoples and Rights](#)
- ["Redressing the Right Wrong: The Argument From Corrective Justice"](#) (2012), 62 *University of Toronto Law Journal*. 93-132.
- Latest news on Idle No More/Chief Spence Hunger Strike. See Blackboard & <http://idlenomore.ca>

Class 3 (Jan. 23): The Royal Proclamation and the Indian Act Required Readings:

- Milloy, John. "Indian Act Colonialism: A Century of Dishonour, 1869-1969." *Research Paper for the National Centre for First Nations Governance*. West Vancouver: National Centre for First Nations Governance, 2008. [Available on Blackboard]
- Borrows, John. "Wampum at Niagara: Canadian Legal History, Self-Government, and the Royal Proclamation." *Aboriginal and Treaty Rights in Canada*. Ed. Asch, Michael. Vancouver: UBC Press, 1998. [Available on Blackboard]

Class 4 (Jan 30): Historical Treaties

Required Readings:

- Venne, Sharon H. "Understanding Treaty 6: An Indigenous Perspective." *Aboriginal and Treaty Rights in Canada*. Ed. Asch, Michael. Vancouver: UBC Press, 1998.
- *Long, John S. "How the Commissioners Explained Treaty Number Nine to the Ojibway and Cree in 1905." *Ontario History* 98.1 (2006): 1-30.
- Patrick Macklem, Chapter five: The Treaty Process. *Indigenous Difference and the Constitution of Canada*. Toronto: University of Toronto Press, 2001.

Class 5 (Feb. 6): Modern Treaties and Land Claims

Required Readings:

- Wera, Romuald, and Thibault Martin. "The Way to Modern Treaties: A Review of Hydro Projects and Agreements in Manitoba and Quebec." *Power Struggles. Hydro Development and First Nations in Manitoba and Canada*. Eds. Martin, Thibault and Steven M. Hoffmann. Winnipeg: University of Manitoba Press, 2008.

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- Mandamin, Tony. "Aboriginal Land and Treaty Rights in Canada." *Aboriginal and Treaty Rights in Canada: A Legal and Business Guide*. Eds. Smart, Stephen B. and Michael Coyle: International Self-Counsel Press, 1997.
- Morse, Bradford W. "Regaining Recognition of the Inherent Right of Aboriginal Governance." *Aboriginal Self-Government in Canada: Current Trends and Issues*. Ed. Belanger, Yale. Saskatoon: Purich, 2008.

Class 6 (Feb. 13): Residential School Policy

Take-home essay due in class

Required Readings:

- Cannon & Sunseri, Chapter 14 (Rosalind Ing, "Canada's Residential Schools and Their Impacts on Mothering," pp. 120-126), Chapter 20 ("Suzanne Fournier and Ernie Crey, "Killing the Indian in the Child": Four Centuries of Church-Run Schools," pp. 173-176) and Chapter 21 (Verna St Denis, "Rethinking Culture Theory in Aboriginal Education," pp. 177-188).
- *Cassidy, Julie. "The Stolen Generations - Canada and Australia: The Legacy of Assimilation." *Deakin Law Review* 11.1 (2006): 131-77.

Class 7 (Feb. 27): The White Paper, the Red Paper

Required Readings:

- Comeau, Pauline, and Aldo Santin. "The White Paper." *The First Canadians: A Profile of Canada's Native People Today*. 1990.
- Cardinal, Harold. Sections from *The Unjust Society: The Tragedy of Canada's Indians*. Edmonton: M.G. Hurtig, 1969, pp. 108-137.
- Turner, Dale. "White Paper Liberalism and the Problem of Aboriginal Participation." *This Is Not a Peace Pipe. Towards a Critical Indigenous Philosophy*. Toronto: University of Toronto Press, 2006.
- Weaver, Sally. "Developments after the White Paper." *Making Canadian Indian Policy: The Hidden Agenda 1968-70*. Toronto: University of Toronto Press, 1981.

Class 8 (Mar. 5): Constitutional Development and Citizenship

Required Readings:

- Smith, Melvin. "The Quest for Native Sovereignty." *Our Home or Native Land? What Government's Aboriginal Policy Is Doing to Canada*. Toronto: Stoddart, 1995.
- McFarlane, Peter. "Constitutional Express – 1980." *Brotherhood to Nationhood. George Manuel and the Making of the Modern Indian Movement*. Toronto: Between the Lines, 1993.
- Cannon & Sunseri, Part 6: Indigenous Rights, Citizenship, and Nationalism, pp. 127-162 and Chapter 7 (Chris Andersen and Claude Denis, "Urban Native Communities and the Nation," pp. 59-67).

Class 9 (Mar. 12): Sovereignty and Self-Determination

Required Readings:

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- Anaya, James S. "Self-Determination: A Foundational Principle." *Indigenous Peoples in International Law*. New York & Oxford: Oxford University Press, 1996.
- McNeil, Kent. "Conflicting Sovereignties: Factual and Normative Approaches in North America." Unpublished research paper, 2009. [Available on Blackboard]
- Christie, Gordon. "Aboriginal Nationhood and the Inherent Right to Self-Government." *Research Paper for the National Centre for First Nations Governance*. West Vancouver: National Centre for First Nations Governance, 2007. [Available on Blackboard]

Class 10 (Mar. 19): Aboriginal Self-Government II: Self-Governance Agreements

Research Paper due in class

Required Readings:

- Coates, Ken S., and W.R. Morrison. "From Panacea to Reality: The Practicalities of Canadian Aboriginal Self-Governance Agreements." *Aboriginal Self-Government in Canada: Current Trends and Issues*. Ed. Belanger, Yale. Saskatoon: Purich, 2008.
- Prince, Michael J., and Frances Abele. "Paying for Self-Determination: Aboriginal Peoples, Self-Government and Fiscal Relations in Canada." *Reconfiguring Aboriginal-State Relations*. Ed. Murphy, Michael. Montreal: McGill-Queen's University Press, 2005.
- Irlbacher-Fox, Stephanie. "Justice Authorities in Self-Government Agreements: The Importance of Conditions and Mechanisms of Implementation." *Moving toward Justice. Legal Traditions and Aboriginal Justice*. Ed. Whyte, John D. Saskatoon & Regina: Purich & Saskatchewan Institute of Public Policy, 2008.

Class 11 (Mar. 26): Aboriginal Self-Government II: Community and Economic Development, Resource Management

Required Readings:

- Cannon & Sunseri, Chapter 9 (Martha Montour, "Iroquois Women's Rights with Respect to Matrimonial Property on Indian Reserves," pp. 80-86), Chapter 11 (Bonita Lawrence, "Mixed-Blood Urban Native People and the Rebuilding of Indigenous Nations," pp. 98-103), and Part 8: Poverty, Economic Marginality and Community Development, pp. 189-230.
- Scott, Colin H. "Co-Management and the Politics of Aboriginal Consent to Resource Development: The *Agreement Concerning a New Relationship between Le Gouvernement Du Québec and the Crees of Québec* (2002)." *Reconfiguring Aboriginal-State Relations*. Ed. Murphy, Michael. Montreal: McGill-Queen's University Press, 2005.
- *Johnstone, Harvey. "Membertou First Nation Indigenous People Succeeding as Entrepreneurs." *Journal of Enterprising Communities: People and Places in the Global Economy* 2.2 (2008): 140-50.

Class 12 (Apr. 2): Contemporary Land Conflicts

Required Readings:

- Russell, Peter H. "Oka to Ipperwash: The Necessity of Flashpoint Events." *This Is an Honour Song. Twenty Years since the Blockades*. Eds. Ladner, Kiera L. and Leanne Simpson. Winnipeg: Arbeiter Ring, 2010.
- Chapter from DeVries, Laura. Chapter 2 from *Conflict in Caledonia: Aboriginal Land Rights and the Rule of Law*. Vancouver: UBC Press, 2011.

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- *Willow, Anna J. "Clear-Cutting and Colonialism: The Ethnopolitical Dynamics of Indigenous Environmental Activism in Northwestern Ontario." *Ethnohistory* 56.1 (2009): 35-67.

Blackboard

The course uses Blackboard for its course website. To access the course website, or any other Blackboard-based course website, go to the UofT portal login page at <http://portal.utoronto.ca> and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to our course website along with the link to all your other Blackboard-based courses.

If you need information on how to activate your UTORid and set your password for the first time, please go to www.utorid.utoronto.ca. Under the "First Time Users" area, click on "activate your UTORid" (if you are new to the university) or "create your UTORid" (if you are a returning student), then follow the instructions. New students who use the link to "activate your UTORid" will find reference to a "Secret Activation Key". This was originally issued to you when you picked up your Tcard at the library. If you have lost your Secret Activation Key you can call 416-978-HELP or visit the Help Desk at the Information Commons on the ground floor of Robarts Library to be issued a new one. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can also answer any other questions you may have about your UTORid and password.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:
disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>.