

POL308H1F L0101: Indigenous Politics in Canada

Session: Summer, 2018

Instructor: Teddy Harrison
Email: teddy.harrison@mail.utoronto.ca
Lectures: Tuesdays & Thursday, 4pm-6pm in LM155
Office Hours: Thursday 3-4pm in SS3007, or by appointment

Course Description:

This course introduces some of the central issues in Indigenous politics in Canada. As a survey course, it provides students with an overview of historical and contemporary political issues facing the Indigenous people of Canada, including colonialism, Indigenous resistance and resurgence, and the emergence of constitutionalised Aboriginal rights and modern treaties. The course will also directly examine issues facing Indigenous women and Inuit and Métis people.

Course Objectives:

Students will develop their understanding of the Indigenous peoples of Canada and the particular relationship between the Canadian state and Indigenous peoples.

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

1. Engage respectfully with Indigenous political thought and worldviews.
2. Identify and describe the history of Indigenous-Crown relations, including Treaty relations.
3. Identify and describe the development of Indigenous political mobilization.
4. Identify and describe the role of legal developments in shaping Indigenous politics.
5. Analyze and evaluate the interplay between history, political mobilization, and law in shaping Indigenous-state relations.

Required text: (available at Uoft Bookstore)

Cannon, Martin J. & Lina Sunseri, eds. *Racism, Colonialism, and Indigeneity in Canada: A Reader*. 2nd edition. Don Mills: Oxford University Press, 2017.

Evaluation:

Participation 25%

Graded through a combination of in-class participation, participation in the online discussion, and short response papers.

Mid-term essay 25% Due Class 6

Students will be given a list of essay questions in class 4 and asked to choose one and respond based on the readings and lecture material up to that point.

Length: 4 pages/1000 words max.

Research Paper 50% Due Class 11

The research paper is an opportunity for a student to examine in depth a question related to the course that interests them. Topics must be confirmed with the instructor by Class 5 (May 30).

Length 8-10 pages/2500 words max.

Course Rules & Policies:

Submission of Assignments and the use of Turnitin.com

Assignments should be submitted electronically through the course Blackboard site before the start of class on the due date.

Normally, students will be required to submit their course essays 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 web site.

Use of Turnitin.com is voluntary. If you do not wish to submit your work through Turnitin.com, you will be required to submit an outline and a rough draft along with the final copy of your written work. Students must also inform the instructor by e-mail that they wish to exercise this option, no later than May 25 for the mid-term essay and May 30 for the research paper. Students who have concerns with the use of Turnitin.com are encouraged to discuss these with the instructor as soon as possible.

Late Penalty Policy:

Late assignments will be accepted and graded, but will receive an initial penalty of 5 percentage points and an additional penalty of two percentage points for each additional day they are late. For example, a paper that would have received 78% if submitted on time will receive 73% if submitted one day late or 67% if submitted four days late.

Students requesting extensions for non-emergency reasons must do so as early as possible. Because the course is compressed, there is not very much room for extensions. No work will be accepted after the date of the final exam.

Re-Grading Policy:

Grading criteria are distributed before the first assignment. Requests for re-grading an assignment must be submit in writing and must explain, with reference to the grading criteria, where you think an error has been made. Requests must be received within a week of the assignment being returned to you. If an assignment is re-graded, the grade may go up or down.

Communication Policy:

Information will be communicated to students through Blackboard. You are responsible for checking Blackboard regularly (at least before each class). You also must check your UofT e-mail regularly.

The best way to contact me is by e-mail. When corresponding by e-mail, please put POL308 at the beginning of the subject line, followed by the subject of your e-mail. Please also remember to write in full sentences, and use a salutation ("Hi Teddy" is fine), and crucially please *sign your e-mails*. I will try to respond to all e-mails before the next class – this may mean you have to wait several days for a response (depending on when you write). If something requires a more urgent response, please say so in your message.

Electronic Devices:

Please bring paper and a pen to all classes. Cell phone/smart phones may not be used *at all* in class. Computers may be used for taking notes, but if you are distracted by them (e.g. using social media, online shopping, playing games) I will ask you to put them away and take notes by hand.

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and contact Accessibility Services at accessibility.services@utoronto.ca
<http://www.studentlife.utoronto.ca/as/contact-us>

Academic Integrity:

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources:

Writing Centres: <http://writing.utoronto.ca/writing-centres/>

Academic Success: <http://www.studentlife.utoronto.ca/asc>

How not to Plagiarize: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

Course schedule & readings:

Required text: (available at Uoft Bookstore)

Cannon, Martin J. & Lina Sunseri, eds. *Racism, Colonialism, and Indigeneity in Canada: A Reader*. 2nd Edition. Don Mills: Oxford University Press, 2017.

PLEASE NOTE: the current page numbers for readings are from the old edition – I will update these before the start of the class (as soon as I have a copy of the new text book)

The following are on course reserve at Robarts library:

- Cannon, Martin J. & Lina Sunseri, eds. *Racism, Colonialism, and Indigeneity in Canada: A Reader*. Don Mills: Oxford University Press, 2011.
- Dickason, Olive Patricia. *Canada's First Nations : A History of Founding Peoples from Earliest Times*. Don Mills, Ont.: Oxford University Press, 2009.
- Dickason, Olive Patricia. *A Concise History of Canada's First Nations*. Don Mills, Ontario: Oxford University Press, 2015.
- Belanger, Yale D. ed. *Aboriginal Self-Government in Canada : Current Trends and Issues*. Saskatoon: Purich Pub., 2008.
- Asch, Michael ed. *Aboriginal and Treaty Rights in Canada : Essays on Law, Equity, and Respect for Difference*. Vancouver: UBC Press, 1997.
- Cardinal, Harold. *The Unjust Society : The Tragedy of Canada's Indians*. Edmonton: Hurtig, 1969.
- Sunseri, Lina. *Being Again of One Mind : Oneida Women and the Struggle for Decolonization*. Vancouver: UBC Press, 2011.

Readings are available through the course page on Quercus.

Please note: you will be expected to have completed each set of required readings before lecture.

1) May 16: Introduction to Course

- Canon & Sunseri, Part 1: Theoretical Foundations, pp. 1-28

2) May 18: Colonialism, Reconciliation, Resurgence

- Alfred, Taiaiake. Foreward to *Red Skin, White Masks: Rejecting the Colonial Political of Recognition*. By Glen Coulthard. Minneapolis, University of Minneapolis Press, 2014. pg ix-xi.
- Turner, Dale. "Introduction: From Peace Pipes to Word Warriors." *This is Not a Peace Pipe: Towards a Critical Indigenous Philosophy*. Toronto: University of Toronto Press, 2006. pg 3-11.
- 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. pg 29-46.

3) May 23: Historic Treaties

- Borrows, John. "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government." *Aboriginal and Treaty Rights in Canada: Essays on Law, Equity, and Respect for Difference*. Michael Asch, ed. Vancouver: UBC Press, 1997. pg 155-172.
- Patrick Macklem. "Chapter five: The Treaty Process." *Indigenous Difference and the Constitution of Canada*. Toronto: University of Toronto Press, 2001. pg 132-159.

- Sharon H. "Understanding Treaty 6: An Indigenous Perspective." *Aboriginal and Treaty Rights in Canada*. Ed. Asch, Michael. Vancouver: UBC Press, 1997. pg 173-207.
- Long, John S. "How the Commissioners Explained Treaty Number Nine to the Ojibway and Cree in 1905." *Ontario History* 98.1 (2006): 1-30.

4) May 25: Indian Act Colonialism

- Cannon & Sunseri, Chapter 10 (Martin Cannon, "Revisiting Histories of Legal Assimilation, Racialized Injustice, and the Future of Indian Status in Canada," pp. 89-97).
- 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.

5) May30: Residential Schools & Reconciliation

- Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future*. Introduction pp.1-22.
available at:
http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf
- 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.

6) June 1: White Paper, Red Paper

- Comeau, Pauline, and Aldo Santin. "The White Paper and Other Policy Initiatives." *The First Canadians: A Profile of Canada's Native People Today*. 1990. pg 1-34.
- Cardinal, Harold. *The Unjust Society: The Tragedy of Canada's Indians*. Edmonton: M.G. Hurtig, 1969. pg 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. 12-37.
- Weaver, Sally. "Developments after the White Paper." *Making Canadian Indian Policy: The Hidden Agenda 1968-70*. Toronto: University of Toronto Press, 1981.

7) June 6: Constitutional Development and Aboriginal Rights

- 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).
- Hogg, Peter W. "The Constitutional Basis of Aboriginal Rights", in Maria Morellato, ed., *Aboriginal Law Since Delgamuukw*. Aurora, Ont.: Canada Law Book, 2009. pg 3-16.

8) June 8: Self-government, Self-determination

- 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. pg 39-68.
- 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.
- Anaya, James S. "Self-Determination: A Foundational Principle." *Indigenous Peoples in International Law*. 2nd edition, New York & Oxford: Oxford University Press, 2004. 97-128.

9) June 13: Modern Treaties and Land Claim Agreements

- 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. pg 105-122.
- Sanders, Douglas. (1999) "We Intend to Live Here Forever": A Primer on the Nisga'a Treaty." *UBC Law Review* 33:1: 103-128.

10) June 15: Indigenous Women

- Cannon & Sunseri, Chapter 9 (Martha Montour, "Iroquois Women's Rights with Respect to Matrimonial Property on Indian Reserves," pp. 80-86), Chapter 11
- Val Napoleon, "Aboriginal Discourse: Gender, Identity, and Community," in Richardson et al., (ed) *Indigenous Peoples and the Law: Comparative and Critical Perspectives*. Oxford: Hart, 2009. pg 233-255.
- Fiske, "Constitutionalizing The Space to Be Aboriginal Women", in *Aboriginal Self-Government in Canada: Current Trends and Issues*. Ed. Belanger, Yale. Saskatoon: Purich, 2008. pg 309-331
- Voyageur, Cora, "Contemporary Aboriginal Women in Canada" in *Visions of the Heart: Canadian Aboriginal Issues*, David Long and Olive Dickason eds. Toronto: Harcourt Canada, 2000. pg. 81-106.
- Smith, Andrea, "Native American Feminism, Sovereignty and Social Change", in *Making Space for Indigenous Feminism*, Joyce Green, ed. London: Zed Books, 2007. pg 93-106

11) June 20: Inuit & Métis

- Henderson, Ailsa. "Self-Government in Nunavut" *Aboriginal Self-Government in Canada: Current Trends and Issues*. Ed. Belanger, Yale. Saskatoon: Purich, 2008. p. 222-239.
- Timpson, Annis May, "Rethinking the Administration of Government: Inuit Representation, Culture, and Language in the Nunavut Public Service", in Timpson, *First Nations, First Thoughts*, Vancouver: UBC Press, 2009: 199-228.
- Andersen, Chris. (2008) "From nation to population: the racialisation of 'Metis' in the Canadian Census." *Nations and Nationalism* 14.2: 347-368.
- Chartran, Larry. "'We Rise Again:' Métis Traditional Governance and the Claim to Métis Self-Government." *Aboriginal Self-Government in Canada: Current Trends and Issues*. Ed. Belanger, Yale. Saskatoon: Purich, 2008. 145-157.

12) June 22: Review & Conclusion (no required readings)