

JPI201H1 F Indigenous Politics in Canada - Fall 2024

University of Toronto, Faculty of Arts and Science, Department of Political Science

Instructor: Riley Yesno (she/her)

Email: riley.yesno@mail.utoronto.ca

Time: Wednesday – 11 am to 1 pm EST

Location:

Office Hours: ONLINE HERE - Wednesdays 2 pm to 3 pm OR by appointment (email to schedule)

Quercus Link:

Calendar Description:

This course explores key issues in Indigenous politics in Canada. It gives students an overview of historical and contemporary socio-political issues in Indigenous societies and institutions, such as Indigenous self-governance, land claims, and treaty negotiations.

Detailed Description:

This course aims to give students a comprehensive overview of Indigenous politics in Canada. It begins with the very foundations of settler colonialism and charts the evolving roles, treatment, and responses of Indigenous people to the changing socio-political landscape in Canada today. Course material will cover a broad range of subject areas related to Indigenous politics, including First Nations, Métis, and Inuit experiences and responses to colonialism, the relationship between Indigenous people and Canadian courts, reconciliation, resurgence, and more. Ultimately, this course aims to show students that Indigenous politics in Canada is a complex and evolving subject area that is both essential to the Canadian project and rich in its own right.

Course Objectives:

Upon completion of JPI201, students will:

- Understand settler colonialism as an ongoing structure that shapes Canadian interests, institutions, and interactions.
- Gain a sense of Indigenous people's role in creating and developing the Canadian state—including through treaty-making, relocation and centralization policies, and constitutional negotiations.
- Overview the many tactics of violence used to disrupt Indigenous political orders (the Indian Act, Residential Schools, etc.) and Indigenous people's methods of resistance to these tactics (development of Indigenous organizations, advancing policy proposals, modern treaty-making, social movement organizing, etc.).
- Better grasp the role of the courts in advancing or limiting Indigenous rights.
- Come to know Indigenous practices of resurgence historically and contemporarily.

Teaching Methods:

This course will be delivered in person at the St. George Campus at ES 1050. Attendance is mandatory. Delivery will include lectures, discussions, and multimedia resources (more detailed descriptions below). Please approach me to discuss any accessibility or accommodation needs, and I will always do my best to support your learning.

Course Material and Readings:

All reading material for the course will be available through the course website, which is on the Quercus system. Materials are organized into weekly modules. **Unless otherwise stated, all weekly readings listed are required.**

When reading course material, students should consider the following questions:

- What main thesis or argument is presented or shared in this piece?
- What are the implications of the material presented for the issues we discuss in class?
- Is the reading interesting, useful or significant? If not, why?
- What is missing from the analysis?

Course Evaluation and Assignments:

Please submit assignments through Quercus. All written assignments **should have a title page**, be written/typed/word-processed using **12-point font, double-spaced, and properly referenced using APA Style. Page numbers should be used**, and work should be written using full sentences, paragraphs, and sections with headings. The work must include your name and the submission date.

Assignment	Due Date	Value
1. In-Class Quizzes	5 Throughout the Semester (5% each, lowest dropped).	20%
2. Indigenous Politics Dictionary	October 9th (11:59 pm)	15%
3. Indigenous Law Case Study	November 8th (11:59 pm)	20%
4. FINAL PROJECT: Resurgence Book Club	Ongoing Oct 23rd onward. Final Due Date: November 29th (11:59 pm)	25%
5. Tutorial Participation	Ongoing	20%
TOTAL:		100%

Assignment Descriptions:

Note: For all assignments, more detailed instructions and any applicable rubrics will be posted on Quercus before the due date.

1. In-Class Quizzes (20% - Five Throughout the Semester @ 5% each)

Students will complete 5 short in-class quizzes throughout the semester based on that day's lecture and reading material. These quizzes will be comprised of multiple-choice and true/false questions.

Quizzes will be randomly administered, and only the top four highest grades will be counted. In other words, if students perform unsatisfactorily or miss one quiz, they still have an opportunity to achieve a high quiz grade overall. Any missed quizzes without a documented excuse cannot be re-administered.

2. Indigenous Politics Dictionary (15% - October 9th (11:59 pm))

In this class, we will discuss several terms, concepts, and actors involved in Indigenous politics in Canada. For this assignment, students must accurately define **at least 15 terms** (supported by a source where appropriate—citing lecture is fine). Students should also provide a short example for each term to demonstrate their understanding of it, where applicable. If a student completes more than 15, only the first 15 terms will be graded.

3. Indigenous Law Case Study (20% - November 6th (11:59 pm))

Week 6 of class will teach us about five important court cases involving Indigenous individuals/nations. Students will pick one of these five cases to overview in a 2-3 page report. They will summarize both side's arguments and the final judgement. Students will then be asked to analyze the decision's impact and write about their perspective on the verdict. Do you agree with the court? Why? Why not?

4. FINAL PROJECT: Resurgence Book Club (25% - Ongoing from Oct 23rd, Final Due Date: Nov 29th (11:59 pm))

In groups of five or fewer, students will choose one of the four books below to be the subject of a book club. Students will be responsible for reading a section of the book and engaging with their group each week.

On Quercus or in a shared document, each group member will answer the following questions: *1) What was the main argument in this week's chapter(s)? 2) Were you compelled by the argument(s)? Why or why not? 3) Are any overarching themes emerging? 4) What questions, criticisms, or praise do you have?* Students should reply to at least one group member's comments weekly.

Students will be primarily graded on consistent engagement, thoughtful analysis, and depth of dialogue with other book club members.

Each book is available online via the UofT Library System:

- *Red Skin, White Masks: Rejecting the colonial politics of recognition* by Glen Coulthard
- *Indigenous Resurgence in an Age of Reconciliation* eds. Heidi Stark
- *As We Have Always Done* by Leanne Betasamosake Simpson
- *Mohawk Interruptus* by Audra Simpson

5. Tutorial Participation (20% - Ongoing)

Students are expected to participate actively in tutorials. A strong participation grade will result when a student attends class regularly, demonstrates they have thought about the readings, themes or class discussion and are willing to raise questions and comments about course material; are respectful and responsive to other students' participation; provides constructive contributions in class; and show a genuine interest in learning and the course material. Even in cases where a student finds the material boring and unhelpful, a strong student will be able to explain why.

Student participation will be evaluated based on attendance and the frequency and quality of contribution to class discussions. Students can show engagement by asking questions, listening, sharing insights, and not being distracted by technology and social media.

Topics and Course Schedule:

<u>Date</u>	<u>Topics</u>	<u>Material</u>	<u>Assignment</u>
Week 1 - September 4th	Welcome <ul style="list-style-type: none"> ● Introductions to Indigenous Politics ● Course Outline 	Vowel, C. (2016). Indigenous Writes: a guide to First Nations, Metis & Inuit issues in Canada . Highwater Press. Ch. 1 & 2. <ul style="list-style-type: none"> ● I also recommend taking a look at some chapters in Parts 2 and 3, depending on your existing subject knowledge. 	Syllabus Quiz (BONUS 2%)
Week 2 - September 11th	Foundations <ul style="list-style-type: none"> ● What is settler colonialism? ● Who are Indigenous people? 	Wolfe, P. (2006). Settler colonialism and the elimination of the native . <i>Journal of Genocide Research</i> , 8(4), 387–409. Starblanket, G. (2019). The Numbered Treaties and the Politics of Incoherency . <i>Canadian Journal of Political Science</i> , 52(3), 443–459.	

		<p>Forte, M. C. (2020). <i>Who is an Indian?: Race, Place, and the Politics of Indigeneity in the Americas</i> (M. C. Forte, Ed.). University of Toronto Press, Introduction.</p>	
<p>Week 3 - September 18th</p>	<p>Early Colonization</p> <ul style="list-style-type: none"> • The Doctrine of Discovery • The Royal Proclamation • Historic Treaties • Indian Act 	<p>Forrester, B. (2022). Doctrine of Discovery is a ‘legal fiction,’ but revoking it won’t herald immediate changes, experts say. APTN.</p> <p>Government of Canada. (2013). “Royal Proclamation of 1763: Relationships, Rights, and Treaties”.</p> <p>Wampum Belts. (2022). Our Stories: First Peoples in Canada. Centennial College.</p> <p>Indian Act. (1985). Government of Canada.</p>	
<p>Week 4 - September 25th</p>	<p>Métis, Inuit, and Processes of Criminalization</p> <ul style="list-style-type: none"> • Louis Riel and the Métis Nation • Northern Colonialism • Social Reconstruction 	<p>Red River Resistance & 1885 Northwest Resistance. Indigenous People’s Atlas of Canada.</p> <p>Gaudry, A. (2018). Better Late Than Never? Canada’s Reluctant Recognition of Métis Rights and Self-Determination. Yellowhead Institute.</p> <p>The Official Mind of Canadian Colonialism. (2014). Qikiqtani Truth Commission. (Executive Summary)</p> <p>Stark, H. (2016). “Criminal Empire: The Making of the Savage in a Lawless Land” <i>Theory and Event</i>, 19(4).</p> <p>Reece, R. (2020) “Carceral</p>	

		<p>Redlining: White Supremacy is a Weapon of Mass Incarceration for Indigenous and Black Peoples in Canada.” <i>Yellowhead Institute.</i></p>	
<p>Week 5 - October 2nd</p>	<p>Assimilation and Segregation</p> <ul style="list-style-type: none"> ● Residential Schools ● Indian Hospitals ● Indigenous People and the Constitution ● White Paper 1969 	<p>Hamilton, S. (2023). Where are the Children Buried? National Centre for Truth and Reconciliation.</p> <p>Pelley, L. (2018). \$1.1B class-action lawsuit filed on behalf of former ‘Indian Hospital’ patients. CBC News.</p> <p>Section 35 of the Constitution. Rights of the Aboriginal Peoples of Canada. Government of Canada</p> <p>Ivits, S. (2015). The Story of Elijah Harper. BC Open Textbooks.</p> <p>Statement of the Government of Canada on Indian Policy. (1969). Government of Canada. (pp. 3-13). & Cardinal, H (1969). The Unjust Society.</p>	
<p>Week 6 - October 9th</p>	<p>Indigenous People and the Courts</p> <ul style="list-style-type: none"> ● Calder to Van der Peet ● Nisga’a and Delgamuukw ● Gladue 	<p>Slattery, B. Chapter 7, A Taxonomy of Aboriginal Rights. in Foster, H., Webber, J. H. A., & Raven, H. (2007). <i>Let right be done : Aboriginal title, the Calder case, and the future of Indigenous rights.</i> UBC Press.</p> <p>R. v. Van der Peet. (1996). Supreme Court of Canada. (skim).</p> <p>Pasternak, S. (2022). Delgamuukw 25 years on: How Canada has undermined the landmark decision on Indigenous land rights. The Conversation.</p> <p>Bradley, A., & Luk, S. In a first for a Canadian court, SCC recognizes Aboriginal title for Tsilhqot’in</p>	<p>Dictionary Assignment (15%, due @ 11:59 pm)</p>

		<p>Nation. OKT Law.</p> <p>Twenty-Five Years of Gladue. (2024). Hayden King and Paula Hill. Yellowhead Institute</p>	
Week 7 - October 16th	<p>Indigenous Internationalism</p> <ul style="list-style-type: none"> • Haudenosaunee and the UN • UNDRIP • FPIC 	<p>Deer, K. (2023). Haudenosaunee mark 100th anniversary of Deskaheh's attempt to speak at the League of Nations. CBC News.</p> <p>(2007). United Nations Declaration on The Rights of Indigenous People. United Nations</p> <p>King, H. (2019). UNDRIPs Fundamental Flaw. Open Canada.</p>	
Week 8 - October 23rd	<p>Red Power and RCAP</p> <ul style="list-style-type: none"> • NARP + AIM • Kahnesatake and Stoney Point Ojibway Resistance • RCAP 	<p>NARP Newsletter: Red Power Issue 4. (June/July 1969). Native Alliance for Red Power.</p> <p>KQED Arts. (2020). Native American Occupation of Alcatraz Captured in Rare Footage. YouTube.</p> <p>Oka Crisis: How it Started. CBC News. YouTube. & Ipperwash Crisis Timeline. (2020). Anishinabek News.</p> <p>Muzyka, K. (2021). How the legacy of the Royal Commission on Aboriginal Peoples lives on 25 years later. CBC News.</p>	
READING WEEK		NO CLASS	
Week 9 - November 6th	<p>Creation of Indigenous Orgs and Principles</p> <ul style="list-style-type: none"> • AFN, ITK, MNC • Jordan's Principle • Joyce's Principle 	<p>Peruse the 3 main Indigenous organization's websites:</p> <ul style="list-style-type: none"> • AFN • ITK • MNC <p>Blackstock C. (2012). Jordan's Principle: Canada's broken promise</p>	<p>Indigenous Law Case Study (20%, due @ 11:59 pm)</p>

		<p>to First Nations children? <i>Paediatrics & child health</i>, 17(7), 368–370.</p> <p>(2020) Joyce’s Principle. Atikamekw Nehirowisiw.</p>	
<p>Week 10 - November 13th</p>	<p>Reconciliation</p> <ul style="list-style-type: none"> • The TRC • Politics of Recognition 	<p>Harper, S. (2008). Statement of apology to former students of Indian Residential Schools. Government of Canada.</p> <p>Jewell, E. & Mosby, I. Calls to Action Accountability: A 2023 Status Update on Reconciliation. Yellowhead Institute.</p> <p>Daigle, M. (2016). Awawanenitakik: The spatial politics of recognition and relational geographies of Indigenous self-determination. <i>The Canadian Geographer</i>, 60(2), 259–269.</p>	
<p>Week 11 - November 20th</p>	<p>Modern Treaties / Land Claims</p> <ul style="list-style-type: none"> • The Nunavut Agreement • Self-Government and Sectoral Agreements 	<p>Inutiq, K. (2024) “Devolution in Nunavut: Is this Really Namminiqsurniq (Self-Determination)?”. Yellowhead Institute.</p> <p>Blackburn, C. (2021). Beyond rights: the Nisga’a Final Agreement and the challenges of modern treaty relationships. UBC Press. Chapter 4.</p> <p>Djuric, M. (2021). How Cowessess First Nation’s historic child welfare agreement with Canada and Saskatchewan works. CBC News.</p> <p>Renner, S. (2024). ‘Groundbreaking’: The Haida Get Their Land Back. The Narwhal.</p>	
<p>Week 12 - November 27th</p>	<p>Resurgence</p> <ul style="list-style-type: none"> • Idle No More • Land Defence 	<p>LISTEN: Beaulne-Stuebing, L. (2022). How Idle No More Transformed Canada. CBC Radio.</p>	<p>Book Club (25%, due Nov 29th @</p>

	<ul style="list-style-type: none"> Land Back 	<p>Simpson, L. B. (2021). <i>A short history of the blockade : giant beavers, diplomacy, and regeneration in Nishnaabewin.</i> University of Alberta Press. Pp. 3-31.</p> <p>Yesno, R. (2022). Land Back. New Internationalist.</p> <p>This federal minister says it's time to give land back to Indigenous peoples. What could that look like? Toronto Star</p>	11:59 pm)
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Class Discussions:

University classes are intended to challenge students; they often provoke debate and discussion, and often disagreement can arise. Debate is encouraged and taken as a sign of a healthy, critical learning environment. However, debate, disagreement, and course material can produce emotional responses, sometimes unexpectedly. The instructors and students must strive to foster and maintain a supportive, collegial, and respectful learning environment and experience.

Students are expected to avoid microaggressions between one another and the instructor. Students will not employ racist, sexist, homophobic, misogynistic, or discriminatory language or expressions in their work or interactions with others. The instructors will also not tolerate expressions of toxic masculinity or associated behaviours in this class. Laterally violent behaviour or expressions will also not be tolerated.

Evaluation of Assignments:

UofT's official allocation of numerical and letter grades is the following:

Letter Grade	Grade out of 100	Description of Grade	Grade Point Value
A+	90 to 100	Exceeds all expectations; very original; outstanding!	4.0
A	85 to 89	Excellent; meets all expectations at a high level with originality	4.0
A-	80 to 84	Excellent, meets all expectations at a high level; some small	3.7

		improvements are possible	
B+	77 to 79	Very good, clear grasp of concepts, well presented, some originality, some room for improvement	3.3
B	73 to 76	Good; meets all or most expectations; some originality; room for improvement	3.0
B-	70 to 72	Good to satisfactory; meets some expectations but missing others; writing or organization needs improvement	2.7
C+	67 to 69	Satisfactory; good basic grasp of general points; room for improvement	2.3
C	63 to 66	Satisfactory; meets very basic expectations; lots of room for improvement or more detail	2.0
C-	60 to 62	Barely satisfactory; organization and presentation need improvement; not demonstrating understanding of terms or questions	1.7
D+	57 to 59	Barely satisfactory; little understanding of concepts or points and/or very unclear and poorly written	1.3
D	53 to 56	Have completed the assignment but barely demonstrated knowledge or engagement with the assignment or question	1.0
D-	50 to 52	Have completed or only partially completed the assignment. Little to no demonstrated knowledge or engagement with the assignment or question	0.7
F	0 to 49	Does not address the questions or assignment; completely misses the goal or expectations of the assignment	0.0

COURSE RULES AND POLICIES

Late Assignments

Late work without a pre-agreed-upon extension will be subject to a 5% deduction each day for a maximum of 4 days, after which it will no longer be accepted.

Extensions

Students requiring an extension must email their tutorial TA as early as possible and clearly explain the reason for the extension. After the deadline has passed, extensions will be permitted only in

exceptional circumstances.

Appeals and Re-Grading Policy

Grading criteria will be distributed before the assignment deadline. Requests for re-grading an assignment must be submitted in writing, and explain where you think an error has been made with reference to the grading criteria.

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.

Requests for re-grading should be directed to the TA who graded the assignment. If you remain convinced that an error has been made, you may appeal your grade to the course instructor.

Communication

Students will receive information through Quercus. You are responsible for checking Quercus regularly and your UofT e-mail regularly.

Your tutorial TA should be your first point of contact for most questions related to the course, including queries about course material, requests for extensions, and requests to regrade. During the first tutorial, your TA will explain how to reach them.

The best way to contact me is by e-mail. You can just call me “Riley”. Due to the overwhelming number of emails I receive, please allow 24-48 hours (weekday) for a response; please send a follow-up message if you do not receive a reply within this window. Fortunately, many issues are resolved during this waiting period!

When corresponding by e-mail, please put “JPI 201” at the beginning of the subject line, followed by the subject of your e-mail (for example: “JPI 201: Question about assignment 1”).

Accessibility

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

Please refer to the *Seven Grandfathers of Academic Integrity*:

https://studentlife.utoronto.ca/wp-content/uploads/Seven_Grandfathers_in_Academic_Integrity.pdf.

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the U of T. Participating

honestly, respectfully, responsibly, and fairly in this academic community ensures that your U of T 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.

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/>

Normally, students must submit their course essays to the University's plagiarism detection tool to review textual similarity and detect possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, which will be used solely to detect plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

You may opt out of this tool by contacting the instructor as early as possible in the semester to make alternative arrangements.

RESOURCES

Writing Support:

Students can attend workshops and arrange one-on-one appointments for feedback on their written work. Students can visit www.writing.utoronto.ca for information and advice on all aspects of academic writing. Students are encouraged to use the college writing centers for individualized consultations on their written assignments. Interested students should book appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.

The Library's Free "Writing Plus" Academic Skills Workshop Series: Described at <http://www.writing.utoronto.ca/writing-plus>.

The English Language Learning program (ELL): Includes practice opportunities for improving oral communication and critical reading skills. Available at <http://www.artsci.utoronto.ca/current/advising/ell>.

Registrar Support: Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

Health and Wellness:

I recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework and, further, that despite my best efforts to handle the subjects with care, there may be content in this class that is triggering or otherwise upsetting for students. If you are feeling distressed during class, you never have to ask permission to excuse yourself, and you are always welcome to contact me to discuss how to make our learning as safe as possible.

Students can access various programs and services to support their health and well-being. Many of these programs are listed at <https://studentlife.utoronto.ca/department/health-wellness/6>

Crisis Support: Students in distress can access a range of free crisis lines available from the University of Toronto and the City of Toronto, as listed below:

- University of Toronto:
 - <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- City of Toronto:
 - <https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephone-support-lines-no-n-crisis-mental-health-services.html>

Most of these crisis lines are available 24 hours a day and some address specific problems that students may be experiencing. Immediate assistance is available as follows:

- My SSP for University of Toronto Students: 1-844-451-9700.
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)
- Indian Residential School Survivor Support Line: 1-866-925-4419
 - 24/7 support for survivors and intergenerational survivors (and their families) of Indian residential and day schools

Parenting in the Classroom:

Currently, the university has no formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to student parents:

- All breastfeeding babies are welcome in classes as often as necessary;
- For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class OR be unable to focus. Thanks for attending however you can, and please feel free to reach out (before or afterwards) if you cannot!
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status;
- I have adapted this class to minimize workload and maximize engagement and learning outcomes. But I understand the attention loss and burnout that may ensue. Please reach out to discuss a work plan that suits you.