

University of Toronto
Department of Political Science
POL 308H1 Indigenous Politics in Canada
Winter 2019
Wednesdays 12:00-2:00

Instructor: Dr. Evan J. Habkirk

Office: SS 3058

Office Hours: Mondays 10:30-11:30 and 2:00-3:30 (by appointment)

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Lectures: Wednesday 12-2pm, in LA 341

COURSE DESCRIPTION:

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

COURSE OBJECTIVES

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

J.R. Miller, *Lethal Legacy: Current Native Controversies in Canada* (Toronto: McClelland and Stewart, 2004).

Akwesasne Notes. *Basic Call to Consciousness*. Summertown Tennessee: Native Voices, 2005.

Canadian Public Opinions on Aboriginal Peoples: Final Report (2016)
(http://nctr.ca/assets/reports/Modern%20Reports/canadian_public_opinion.pdf)

Various On-line Readings and Journal Articles: See Class and Lecture and Reading Schedule

ASSIGNMENTS & EVALUATION:

- 20% Class Participation: Students are expected to come to every lecture and seminar prepared, ready to engage with the issues identified in the readings, and extend the readings by linking them to other materials/discussions from previous classes. This participation mark is based on your class attendance and participation when called upon in class.
- 20% Critical Reflection Paper 1: Students will write a five-page critical reflection paper on one of the three film pairings: *Dancing Around the Table* Part 1 and 2, *Totem: Return of the G'psglox Pole* and *Totem: Return and Renewal* or *Kanehsatake: 270 Years of Resistance* and *Rocks at Whiskey Trench*. Films are available at <https://www.nfb.ca/> and can be located by entering the titles of the films in the "Search" field. The reflection should include the historical, political, and legal context of the films and the student's thoughts and/or opinions of what is being presented. **Due 6 February 2019.**
- 20% Paper Proposal: Students will submit a three to four-page proposal for their final paper. This proposal will include a summary of what the paper will explore, the student's research methodology, and five sources that the student is planning to use in the paper formatted in an annotated bibliography. **Due 27 February 2019.**
- 40% Final Research Paper: Expanding on their paper proposal, students will write a ten page paper on any Indigenous political issue approved by the instructor (see paper proposal assignment). Papers will include at least 10 academic sources. **Due 27 March 2019.**

LECTURE/SEMINAR AND READING SCHEDULE

Class 1: 9 January 2019 – The Definition(s) of Indigenous People in Canada

- Canadian Public Opinions on Aboriginal Peoples, 1-28 and 45-50.

Class 2: 16 January 2019 – How We Know Indigenous People

- J.R. Miller, Chapter 5
- Martha Troian, "20 Years Since Royal Commission on Aboriginal Peoples, Still Waiting for Change," *CBC News* (2 March 2016).
Available at: <http://www.cbc.ca/news/indigenous/20-year-anniversary-of-rcap-report-1.3469759>
- TRC Calls to Action
Available at: http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf
- Canadian Public Opinions on Aboriginal Peoples, 29-39.

Class 3: 23 January 2019 – Traditional Indigenous Governance

- J.R. Miller, Chapter 2

- Basic Call to Consciousness, “The Hau De o Sau Nee” and “Thoughts of Peace”
- Canadian Public Opinions on Aboriginal Peoples, 41-43.

Class 4: 30 January 2019 – Early Treaties and Legal/Political Discourse

- J.R. Miller, Chapter 3
- Elizabeth A.M. Gurrier, “From ‘Bare Subsistence’ to Moderate Livelihood’: Limitations on Mi’Kmaq Rights to Resources in *R. v Marshall, Actes du Trente-Deuxieme Congress des Algonquistes* (2001): 231-248.
Available at: <https://ojs.library.carleton.ca/index.php/ALGOP/article/view/547/448>

Class 5: 6 February 2019 – The Numbered and later Treaties

- J.R. Miller, Chapter 4
- John S. Long, “How the Commissioner’s Explained Treaty Number Nine to the Ojibway and Cree in 1905” *Ontario History* 98, 1 (2006): 1-30.
Available online at the University of Toronto Library

Class 6: 13 February 2019 – The Indian Act

- John Milloy, “Indian Act Colonialism: A Century of Dishonour, 1869-1969” Research Paper for the National Centre for First Nations Governance, 2008.
Available at: http://fngovernance.org/ncfng_research/milloy.pdf
- *The General Council of the Six Nations and Delegates from Different Bands in Western and Eastern Canada* (Hamilton: The Hamilton Spectator, 1870).
Available at: <https://brantford.library.on.ca/archive/index.php/archive/article/170>
- Yale D. Belanger, “CBC Indian Convention, Broadcast 29 May 1948,” *Native Studies Review* 20, 2 (2011): 187-194.
See Quercus for your copy

Reading Week: No Class

Class 7: 27 February 2019 – Where do Indigenous People fit in Canada?: A Case Study of the World Wars

- The Great War Centenary Association, “Six Nations and Conscription”
Available at: <http://www.doingourbit.ca/six-nations-conscription>
- R. Scott Sheffield and Hamar Foster, “Fighting the King’s War: Harris Smallfence, Verbal Treaty Promises and the Conscription of Indian Men, 1944” *University of British Columbia Law Review* 33 (1999-2000), 53-74.
Available online at the University of Toronto Library
- Basic Call to Consciousness, “Deskaheh”
- Peter Kulchyski, “‘A Considerable Unrest’: F.O. Loft and the League of Indians” *Native Studies Review* 4, 1-2 (1988), 95-117.

Available at: http://portal.usask.ca/docs/Native_studies_review/v4/issue1-2/pp95-117.pdf

Class 8: 6 March 2019 – The Struggle for Indigenous Women and Personhood

- E. Pauline Johnson, “The Iroquois Women of Canada” *Women of Canada 1900*, National Council of Women eds. (1900), 440-442. (Originally Published in *The Halifax Herald* (1 October 1895) and *The Brantford Expositor* (8 October 1895)
Available at: <http://www.victoria.tc.ca/~sly/epj/women.htm>
- Sharon Donna McIvor, “Aboriginal Women Unmasked: Using Equality Litigation to Advance Women's Rights” *Canadian Journal of Women and the Law* 16, 1 (2004): 106-136.
Available online at the University of Toronto Library

Class 9: 13 March 2019 – Images and Stereotypes of Indigenous People in Canada

- Gail Guthrie Valaskakis, “Rights and Warriors: Media Memories of Oka,” in *Indian Country: Essays on Contemporary First Nations Culture* (Waterloo, ON: Wilfrid Laurier Press, 2005), 35-65.
Available online at the University of Toronto Library
- C. Bruce Lawrence and Marcia George Simon, “Comparing Stories: The London Free Press vs. Stoney Point First Nation,” *Papers of the Twenty-Seventh Algonquian Conference* (1996), 152-163.
Available at: <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/530/432>
- Johnathan W.L. Rose, “Without Reservation: The Chatham-Kent Community Network and Caldwell First Nations Land Dispute,” *Native Studies Review* 21, 1 (2012): 43-60.
See Quercus for your copy
- Brian Maracle, “Don’t do it again or we will have to get tough , Sir” in *Back on the Rez: Finding the Way Home* (Toronto: Penguin Books, 1997), 153-158.
See Quercus for your copy

Class 10: 20 March 2019 – Canadian Courts and Political Discourse

- Allen K. McDougall and Lisa Philips Valentine, “Law versus Law and Order: Challenges to the Implementation of Treaty Rights,” *Actes du Trente-Deuxieme Congress des Algonquistes* (2001): 332-342.
Available at: <https://ojs.library.carleton.ca/index.php/ALGQP/article/view/554/455>
- Arthur J. Ray, “CHR Forum: Native History of Trial: Confessions of an Expert Witness” *The Canadian Historical Review* 84, 2 (2003): 253-275.
Available online at the University of Toronto Library
- Margaret Mutu, “The Role of History and Oral Traditions in Regaining Fagin’s Ill-gotten Gains: Settling Ngati Kahu’s Treaty of Waitangi Claims Against the Crown,” *Te Pouhere Korero*, 3 (2009): 23-44.
See Quercus for your copy

Class 11: 27 March 2019 – Indigenous People and International Political Organizing

- Basic Call to Consciousness, “Geneva 1977” and “A Basic Call to Consciousness”

- World Commission on Environment and Development (The Brundtland Report), 81-84 and 97-98.
Available at: <http://www.un-documents.net/our-common-future.pdf>
- United Nations, “Declaration on the Rights of Indigenous Peoples”
Available at: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Class 12: 3 April 2019 – Is there Legal/Political Room for Indigenous People in Canada?

- Miller, Chapter 1 and “Making our Way Forward”
- Basic Call to Consciousness, “Our Strategy for Survival”

COURSE POLICIES:

Lecture Notes:

Students are responsible for taking their own lecture notes. Instructor’s notes or outlines will not be posted on Quercus. If you need help with note taking, contact the University of Toronto Writing Centre for mentoring or Accessibility Services (accessibility.services@utoronto.ca).

Office Hours and E-mail Policies:

Students are encouraged to bring questions to office hours (scheduled on Mondays). As I do not live in Toronto and teach at different universities, best practice is to e-mail me before you would like an appointment to ensure I will be physically in the office. E-mail queries will be answered within two working days of message receipt (i.e., if an email is received Friday at 6 pm will receive an answer by Wednesday at 9 am).

Information will be communicated to students mainly through Quercus or during lecture. You are responsible for attending lecture and checking Quercus regularly (at least before each class). You also must check your University of Toronto e-mail regularly for course information.

Policy on Late and Missed Work:

All assignments are to be handed **in electronically via Quercus and in hard copy** before the beginning of lecture. Assignments will be considered late if the student is absent from class on the due date without making prior arrangements; late assignments will lose 5 points per day. No assignments will be accepted after the last day of class.

If you need to hand in an assignment late, you can submit it to the Political Science Main office, Room 3018 where there is a drop off box that will be open to students who come after 4:30 p.m. The assignment will be date stamped the next day and placed in my mailbox.

Missed work will result in a grade of zero unless there are extenuating circumstances. If work is missed to illness, a doctor's note will be required no later than a week after the missed assignment. If you need an extension, please contact me and we will discuss if there are grounds for such an extension. Note: Work overload is not grounds for an extension and will not be considered.

Students are strongly advised to keep rough and draft work and hard copies of their essays and assignments before handing in to the Instructor or Department. All essays/assignments should be kept by the student until the marked essays/assignments have been returned to them and the grades are posted on ACORN.

Grade Appeals:

If you have concerns regarding your grade of a specific assignment, you can submit a grade appeal. No appeal will be considered unless it is accompanied by a detailed ½ -1 page written explanation, with reference to the grading criteria, 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 the grade being given.

The final grades are final and will not be rounded up. If you need help with any of the assignments, make an appointment with the professor during their office hours.

Electronic Device Policy:

All cellphones and computers must be muted. You may bring laptops in order to take class notes; however, please do not use your laptop to peruse websites not associated with the course. This is distracting to those around you and rude to the instructor. If a complaint is lodged with the professor and the offender's behavior continues, the professor has the right to ask that the laptop be put away and the student will be required to take notes by hand.

Please do not text during class; again, it is distracting and rude. If you have an emergency and need to take a phone call, please take the call in the hallway.

Recording of any kind will not be permitted unless you are granted special privileges by accessibility services.

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. If you have an accessibility issue or health consideration that may require accommodations, please 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 University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your University of Toronto 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).
- Submitting an altered assignment for re-grading.

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.
- Provide unauthorized assistance to another student. This includes showing another student completed work.

There are other offences covered under the Code, but these are the most common. Please respect these rules and the values which they protect. For further clarification and information, see the University of Toronto's policy on plagiarism at www.utoronto.ca/academicintegrity or www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have questions about appropriate research and citation methods, you are expected to seek out additional information or other available campus resources:

- Writing Centres: <http://writing.utoronto.ca/writing-centres/>
- Academic Success: <http://www.studentlife.utoronto.ca/asc>

Use of Turnitin.com:

Normally students will be required to submit their course assignments (Film Review, Paper Proposal and Final 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.

Use of Turnitin.com is voluntary. If you do not wish to submit your work through Turnitin.com, an alternative arrangement for the submission of your written assignments will be made available. You will be required to: 1) Meet the instructor for a brief discussion about the research process prior to the assignment due date, and 2) submit all your rough work (earlier drafts) and notes 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 23 January for the Film Review, 6 February for the Paper Proposal, and 27 March for the Final Paper. Students who have concerns with the use of Turnitin.com are encouraged to discuss these with the instructor as soon as possible.