Instructor: Chadwick Cowie  
Email: chadwick.cowie@utoronto.ca  
Phone: N/A  
Office: Sidney Smith Hall, Room 3117  
Office Hours: Wednesdays: 12:30pm-2:30pm  
Course Time: Mondays and Wednesdays: 3pm-5pm  
Course Location: TBD

Land Acknowledgement: The University of Toronto (Scarborough, Mississauga, and St. George Campuses) are located upon the traditional territory of the Michi Saagiig Nishnaabeg Nation – a member nation of the Anishinaabeg. Today, this meeting place is still the home to many Indigenous peoples from across Turtle Island as well as non-Indigenous peoples.

Course Description:  
The title of this course is ‘Indigenous Nations and the Canadian State’ in order to highlight and differentiate the fact that Indigenous peoples, their societies, and political structures have existed long before the Canadian state and settler/Indigenous contact.

Both Indigenous and Settler contexts are central to what will be discussed and the course readings will reflect this as we delve into Canadian/Indigenous relationships, their development, histories, and potential futures. This course is an introduction course to the topics at hand and will give you a chance to begin learning and understanding on an important component of Canadian politics and Canadian political science. A vast majority of topics in Canadian politics can, and do, have a caveat and component that reflects, or should reflect, Indigenous nations and peoples that share territory with the Canadian state.

The course will begin with a review of Canadian Political Science & Indigenous relations/understandings of research. Additionally, the outlining of some Indigenous nations and confederacies’ political and socio-economic structures are pertinent as a way to understand the complex systems that controlled and existed in North America prior to and after contact. Following this, the course will move into discussions of European philosophy in relation to colonization, the development of Settler/Indigenous relations, the creation of Canada without Indigenous inclusion or consent, as well as the policies that were implemented to unravel and deconstruct Indigenous political, legal, and societal structures. The last weeks of the class will introduce students to the ongoing discussions and changing relationship between Indigenous

Course Objectives:
By the end of this course, I hope students will be able to consider and look at the following concepts relating to Indigenous/Canadian relations as well as with the field of political science:

- Be more adept at reading political science literature, identifying the main arguments, points and potential ‘gaps’ in the literature/argument
- Assessing the literature at hand through critical responses.
- Understand the historical and contemporary causations and situations relating to Indigenous/Canadian relations, policy, and politics.
- Understand that Indigenous nations and peoples in relation to Canadian politics, political science, and, to the Canadian state, are far bigger and complex than we are taught throughout our time in education.

Required Texts:
Note: Readings will be available via Quercus or listed as available online.

Course Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Participation</th>
<th>(15%)</th>
<th>(Self Explanatory – See Below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Test #1:</td>
<td>(15%)</td>
<td>Date: May 08, 2024</td>
</tr>
<tr>
<td>Annotated Bibliography.</td>
<td>(15%).</td>
<td>Date: May 22, 2024</td>
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<tr>
<td>Written Test #2:</td>
<td>(15%)</td>
<td>Date: June 03, 2024</td>
</tr>
<tr>
<td>Final Paper:</td>
<td>(40%)</td>
<td>Date: June 10, 2024</td>
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Participation:
Participation and attendance are a vital addition to this course. Class time will especially provide opportunities for students to discuss the readings and receive guidance on how to prepare for written assignments. I acknowledge that not all students are comfortable with public speaking, and in turn I would also like to see students submit at least two (2) questions/observations per week in relation to the readings discussed. The questions MUST be printed off and submitted to me at the beginning of each class. In addition to the aforementioned form of participation, please keep an eye on the news as I will traditionally ask at the opening of class for students to tell me what is being reported regarding Indigenous peoples (especially in North America) – students may also submit a link of the article (and a paragraph reviewing the article) at the end of the same document you submit for your weekly Questions and Observations.

Test #1 (Monday May 08, 2024):
The purpose of this test will be to assess your reading and critical thinking skills in relation to subject matter that will be looked at between Classes 1-3. The written test will be held in the first
half of class and followed by the lecture for Week 3. Additional details will be provided on the
date of the test.

**Annotated Bibliography (Wednesday May 22, 2024):**
An annotative bibliography of sources that you will use in writing your term paper is required.
This assignment is to assist in enhancing writing and preparation skills for major papers in the
field of political science, specifically Canadian politics (and will be discussed further in class).
The annotated bibliography should include, at minimum, 8 sources (with 5 being academic)
and no more than six (6) pages in length, typed and double spaced. Students are expected to
use a standard 12 point font and be consistent with Chicago style citations and footnotes.
Additionally, students are expected to add at the beginning of this assignment a thesis statement
(this is in order to assess how well your sources reflect your research paper), to number their
pages, and to submit the assignment as a PDF. Annotated Bibliographies are to be submitted to
Quercus by 3:00pm EST on the date due AND in Hard Copy by 3:10pm EST on the due date. A
penalty of 5% per day, including weekends and statutory holidays will be assigned to all late
assignments. **Late assignments will not be accepted after ten (10) days,** including weekends
and statutory holidays.

Note: For additional information and guidance on how to write an annotative biography, I
strongly suggest you visit: [http://www.writing.utoronto.ca/advice/specific-types-of-
writing/annotated-bibliography](http://www.writing.utoronto.ca/advice/specific-types-of-
writing/annotated-bibliography), and/or make an appointment to discuss with myself or your TA
during office hours.

**Test #2 (Monday June 3, 2024):**
The purpose of this test will be to assess your reading and critical thinking skills in relation to
subject matter that will be looked at between Classes 4-8. The written test will be held in the first
half of class and followed by the lecture for Week 3. Additional details will be provided on the
date of the test.

**Term Paper (Monday June 10, 2024):**
Term Papers are expected to focus on a topic of your choice in relation to the course at hand.
The paper is expected to include more than 12 sources, with 7 or more being academic
sources, and be between 3000-3500 words (10-12 pages) in length. This does not include endnotes, footnotes, and your work-cited. Students are expected to use a standard 12 point
font, double spaced, and be consistent with Chicago style citations and footnotes.
Additionally, students are expected to number their pages and to submit the assignment as a PDF. Essays must present a clear and logical thesis based on the research the student has done on
their topic and the chosen premises within their topic. All essays are to be submitted to Quercus
by 3:00pm EST on the date due AND in Hard Copy by 3:10pm EST on the due date. You are to
also add an appendix to your final paper showing the pages you have cited/footnoted from the
source used (This is to be compiled into one document and submitted via direct email to me). A
penalty of 5% per day, including weekends and statutory holidays will be assigned to all late
assignments. **Late assignments will not be accepted after ten (10) days,** including weekends
and statutory holidays.
Statement on Accessibility:
Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Statement on Academic Integrity:
Students must adhere to the Code of Behaviour on Academic Matters. You are responsible for ensuring that you do not act in such a way that would constitute cheating, misrepresentation, or unfairness, including but not limited to, using unauthorized aids and assistance, impersonating another person, or committing plagiarism. For more information see U of T Academic Integrity website.

Academic integrity includes understanding appropriate research and citation methods. If you are uncertain about this, please seek out additional information from the instructors or from other institutional resources including the following:

- This tip sheet provides clear and helpful information about appropriate academic citation: http://guides.library.utoronto.ca/citing
- Before handing in assignments students can also review this academic integrity checklist provided by the UofT Centre of Teaching Support & Innovation:

Statement on Plagiarism Detection:
Normally, students will be required to submit their course essays to the University’s plagiarism detection tool 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 tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Statement on Use of Generated AI in Assignments:
This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
**Grading:**
All grading is based on the 4-point grading scheme presented below. For each assignment you will receive a letter grade and be informed of its point value. Course instructors will not ‘curve’ or adjust final grades according to any preset formula.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Percent:</th>
<th>GPA:</th>
<th>Grade Definition:</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100%</td>
<td>4.0</td>
<td>Very Good</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
<td>3.3</td>
<td></td>
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<tr>
<td>B</td>
<td>73-76%</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-72%</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>67-69%</td>
<td>2.3</td>
<td></td>
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<tr>
<td>C</td>
<td>63-66%</td>
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<td>C-</td>
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<tr>
<td>D+</td>
<td>57-59%</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>53-56%</td>
<td>1.0</td>
<td>Conditional Pass</td>
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<tr>
<td>D-</td>
<td>50-52%</td>
<td>0.7</td>
<td></td>
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<tr>
<td>F</td>
<td>0-49%</td>
<td>0.0</td>
<td>Fail</td>
</tr>
</tbody>
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Strong evidence of original thinking; clear capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; superb research, writing, and organizational skills.

Evidence of strong grasp of subject matter; indication of critical capacity and analytic ability; understanding of relevant issues; evidence of familiarity with literature; strong research, writing, and organizational skills.

Illustrates partial understanding of the subject matter; demonstrates an ability to develop solutions to simple problems in the material; research, writing, and organization skills need improvement.

Limited familiarity with the subject matter; insufficiently developed critical and analytical skills; research, writing, and organization skills are weak.

Little evidence of understanding subject matter; limited or irrelevant use of literature; poor research, writing, and organization skills

Note: Students should note that in all but exceptional situations all components of the course must be completed to receive a passing grade. Recording is permitted only with the prior written consent of the professor and/or if recording is part of an approved accommodation plan.
**Course Schedule and Readings:**

**Class 1: Introduction and Indigenous Inclusion in Canadian Political Science**  
Monday May 6, 2024:  

**Class 2: Indigenous Ways of Knowing and Perspectives on Research**  
Wednesday May 8, 2024:  

**Class 3: Indigenous Governance and Legal Structures (Pre-1876)**  
Monday May 13, 2024 (*Class will be Pre-Recorded and Posted to Quercus*):  

**Class 4: European Encroachment and the ‘Indian’ Dilemma**  
Wednesday May 15, 2024 (*Class will be Pre-Recorded and Posted to Quercus*):
• The Papal Bull Romanus Pontifex (1455) *(Available Online)*
• The Papal Bull Inter Caetera (Doctrine of Discovery, 1493)
• The Papal Bull Sublimas Dei (The Enslavement and Evangelization of Indians, 1537)

**Victoria Day:**
Monday May 20, 2024
• No Class

**Class 5: From Peace and Friendship to Land ‘Surrender’**
Wednesday May 22, 2024 *(Guest Lecturer: Nathan Tidridge)*:
• The Royal Proclamation of 1763 *(Available Online)*
• Johnson & Graham’s Lessee v. McIntosh (1823) – US Supreme Court: The Doctrine of Discovery, Ultimate Title, and Aboriginal Title

**Class 6: The Dominion and Cultural Genocide**
Monday May 27, 2024 *(Guest Lecturer: Colleen Flanagan)*
• The Indian Act, Original Version (1876) and Recent Version *(Available Online)*
• Ferguson, Barry. “The Formation of Manitoba” in *Canadian Issues/Thèmes Canadiens* (Summer 2021): pps. 16-23
• Teillet, Jean. “Louis Riel and Canada: A New Relationship, 150 Years in the Making” in *Canadian Issues/Thèmes Canadiens* (Summer 2021): pps. 56-60

*Recommended:*
• Report on the Affairs of the Indians in Canada (The Bagot Commission, 1845)

Class 7: Indigenous Nations, the Provinces and Canadian Expansionism
Wednesday May 29, 2024:
• Russel, Peter. “Oka to Ipperwash: The Necessity of Flashpoint Events,” in This is an Honour Song: Twenty Years Since the Blockaded, edited by Kiera Ladner and Leanne Simpson, pps. 29-47. Winnipeg: Arbeiter Ring Press, 2010
• Cowie, Chadwick. “Quebec Sovereignty and Indigenous Nationhoods: Critiquing the Quebec Secessionist Movement from ‘an Indigenous Lens” in Journal of Australian, Canadian, and Aotearoa New Zealand Studies, volume 1, issue 1 (June 2021): pps. 7-44

Recommended:

Class 8: ‘Modern’ Treaty Making & Constitutional Patriation
Monday June 3, 2024:
• Isaac, Thomas. “Subsection 35(3) and Modern Treaties/Land Claims Agreement.” In Aboriginal Law, edited by Thomas Isaac, pps. 93-110. Saskatoon: Purich Publishing Ltd, 2004

Recommended:

Class 9: Indigenous Peoples and ‘Identity’ I
Wednesday June 5, 2024:

Recommended:

Class 10: Indigenous Peoples and ‘Identity’ II
Monday June 10, 2024:

Class 11: Indigenous Peoples, Participation, and Canadian Citizenship
Wednesday June 12, 2024 (Class will be taught via Zoom):


Recommended:


Class 12: Are Indigenous Nations and the Canadian State Reconciling?
Monday June 17, 2024:


Recommended:

• The United Nations Declaration on the Rights of Indigenous Peoples (Available Online)
• The Final Report on Missing and Murdered Indigenous Women and Girls (Available Online)