Course Description

This seminar-based course examines the Indigenous peoples of Canada, the United States and Mexico. The primary objective of the course will be to critically evaluate how indigenous politics in these three countries have arisen within the context of colonization and domination. An emphasis will be placed on examining how indigenous notions of sovereignty and identity have intersected with and affected the legal and political systems of the countries in question.

Requirements and Evaluation

"Reading maketh a full man, conference a ready man, and writing an exact man."
Francis Bacon

"What is written without effort is, in general, read without pleasure."
Samuel Johnson

Undergraduate Requirements: 4206A

Seminar Participation: 10%
Term Paper OR Final Exam: 45%
Three Discussion Panels: (15% Each)

Seminar Participation: 10%

Students are expected to attend seminars having read and considered the relevant readings. Critical commentary and contributions that further useful discussion and debate will serve as the measure for evaluation. Rigorous criticism of argument and critical comments must not be confused with rude or disrespectful behaviour.
Discussion Panels

Each student will be required to participate in three discussion panels throughout the term. **Panels will not be held every week.** Each discussion panel will be made up of three or four students and will last for one hour. The discussion questions for each panel will be assigned one week before the panel. Panel participants will prepare a written answer to the question that they will hand in to the instructor. These papers must not exceed three pages in length (single-spaced, 12 pt. font). The papers should make direct references to the texts. Panel discussants must incorporate some theoretical discussion into their presentations and papers.

The participants in each panel will begin by presenting their short paper to the class. Presentations should not exceed 5 minutes in duration. Following the presentations, the panel participants will be given the chance to respond to each other’s papers. After that, the discussion will be opened up to the rest of the class.

**Term Paper Option: 45%**

Students can choose to submit a paper (3750-5000 words) that addresses a topic or theme in the course. The papers are due in the final class (December 3). **Students who decide to choose the term paper option must notify the instructor no later than October 22. A late penalty of 5% per day will be enforced.**

**Final Exam Option: 45%**

Students who choose the exam option will write the exam during the final exam period (December 6-22). The exam will consist of three essay questions to be completed in three hours.

**Graduate Requirements: 5100F**

Seminar Participation: 10%
Term Paper: 45%
Three Discussion Panels: (15% Each)

**Seminar Participation: 10%**

Students are expected to attend seminars having read and considered the relevant readings. Critical commentary and contributions that further useful discussion and debate will serve as the measure for evaluation. The emphasis on participation speaks to the importance of formulating and articulating reasoned argument within the context of abiding differences of opinion. Rigorous criticism of argument and critical comments must not be confused with rude or disrespectful behaviour.
Discussion Panels

Each student will be required to participate in three discussion panels throughout the term. Panels will not be held every week. Each discussion panel will be made up of three or four students and will last for one hour. The discussion question for each panel will be assigned one week before the panel. Panel participants will prepare a written answer to the question that they will hand in to the instructor. These papers must not exceed three pages in length (single-spaced, 12 pt. font). The papers should make direct references to the texts. Panel discussants must incorporate a theoretical framework into their responses to the theme of the week they are presenting.

The participants in each panel will begin by presenting their short paper to the class. Presentations should not exceed 5 minutes in duration. Following the presentations, the panel participants will be given the chance to respond to each other’s papers. After that, the discussion will be opened up to the rest of the class.

Term Paper: 45%

Each student is required to submit a paper (5000-6250 words) that addresses a topic or theme in the course. The papers are due in the final week of class. A late penalty of 5% per day will be enforced.

Criteria Governing the Evaluation of Written Assignments

Written work is evaluated according to the student's capacity to present ideas in a way that integrates the material of the course while demonstrating an ability to think critically. Grades are given not according to competition among students (who is "the best") but according to the expectations for a particular assignment relative to the material covered in class up to that point.

Overall Presentation:

The following characteristics reflected in the assignment are taken into account in grading papers:

- Overall clarity
- Clear thesis statement
- Understanding of issues
- Interaction with material
- Analytic ability
- Synthesis of material
- Formulation of ideas
- Use of arguments
- Use of resources
• Clear conclusion
• Structure and organization
• Style
• Grammar and Spelling
• Footnotes and Bibliography
Note: Substance is weighted more than form.

Evaluation of Content:

A+ (90-100), Publishable. Assignment is of sufficient substance and style to be submitted to a refereed journal for publication.

A (85-89), Outstanding. Superior understanding of the subject matter. Evidence of original thinking and an extensive knowledge base. Careful, concise, critical analysis with a clear and well argued hypothesis based on the material. Shows a capacity to analyse, synthesise, and evaluate material. Shows a grasp of all the scholarly issues involved. Shows evidence of learning being extended beyond the initial learning situation. Clear thesis and conclusion. Well-researched and documented. Stylistically flawless.


B+ (77-79), Very Good. Solid understanding of the subject matter. Good analysis and some critical reasoning. Reasonable understanding of relevant issues and familiarity with the material. Demonstrates a solid understanding of the relationship or connections among the basic concepts. Needs to be more concise or precise in details and more careful in forming arguments. Stylistically sound.

B (73-76), Good. Generally accurate account of the subject matter with acceptable analysis and some critical reasoning. Some interaction with relevant material. Demonstrates some understanding of the relationship or connection among the basic concepts. Needs more precision and attention to details and greater precision in the use of arguments. Some careless stylistic errors.

B- (70-72), Fine. Generally accurate description of the subject matter and an adequate grasp of the critical issues and ideas involved. Demonstrates rudimentary understanding of the relationship or connection among the basic concepts. Needs more attention to detail and better use of arguments. Some careless stylistic errors.

C+ (67-69), Average. Acceptable treatment of the subject matter. Demonstrates an understanding of the basic facts, vocabulary, details, and elemental concepts. Shows an ability to deal with simple issues arising out of the material. Needs to
explore the subject matter more fully and formulate ideas more clearly. Closer attention should be given to stylistic elements including sentence structure and paragraph organization.

C (63-66), Adequate. Generally acceptable treatment of the subject matter and issues. Demonstrates an awareness of the basic facts, vocabulary, details, and elemental concepts. Impressionistic or vague at points. Shows that the learning experience was profitable. Lacks clarity in formulating the issues and shows little or no evidence of critical reflection on the issues or data. Closer attention should be given to grammar, spelling, and punctuation.

C- (60-62), Minimally Acceptable. Adequate understanding and treatment of the data and issues, but imprecise, impressionistic or vague. Lacks clarity in expressing the issues and shows no evidence of critical reflection on the issues or data. Major problems related to issues of style.

D, Inadequate. Sloppy, imprecise or careless discussion of the material with little or no evidence of critical reflection. Stylistically flawed.

F, Failure. Work is not of sufficient merit to warrant a passing grade.

**Class Schedule**

Unless indicated otherwise readings can be found on Reserve at MacOdrum Library. All remaining readings will be placed in the Department of Political Science Reading Room (C666 Loeb). Changes to the required readings **MAY** be made during the term.

**Week One: September 10**

Introduction

*Overview of the course objectives and requirements as well as a brief lecture on some of the important themes and concepts we will address throughout the term. Students will also be required to sign up for presentations.*

**Week Two: September 17**

**Discussion Panels Begin**

The Normative Implications of Indigenous Politics I


**Week Three: September 24**

The Normative Implications of Indigenous Politics II


Dale Turner, *This is not a Peace Pipe: Towards An Indigenous Political Philosophy*, Chapter 5.

**Week Four: October 1**

Canada: Aboriginal Sovereignty and Relations With Canadian State


**Week Five: October 8**

THANKSGIVING: NO CLASS

**Week Six: October 15**

Canada: Native Law and Constitutional Issues


**Week Seven: October 22**

**Canada: Aboriginal Self-Government**


**Week Eight: October 29**

**No Discussion Panels**

**United States: Native American-Federal Government Relations**

Joyotpaul Chaudhuri, “American Indian policy: An overview,” in *American Indian policy in the twentieth century*. *(Reading Room)*

Vine Deloria, “The evolution of federal Indian policy making,” in *American Indian policy in the twentieth century*. *(Reading Room)*


**Week Nine: November 5**

**United States: Native America Self-Determination**


Week Ten: November 12

United States: Native American Identity and Culture


Week Eleven: November 19

No Discussion Panel

Mexico:


Week Twelve: November 26

Mexico: The Chiapas

Shannan L. Mattiace, *To see with two eyes – Peasant activism and Indian autonomy in Chiapas, Mexico*. Chapter 3.


Week Thirteen: December 3

Indigenous Peoples and International Law


Tom Brass, “Neoliberalism and the rise of (peasant) nations within the nation: Chiapas in comparative and theoretical perspective,” *Journal of Peasant Studies* 32:3 (July/October 2005): 651-691. (Reading Room)


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**Academic Accommodations**

**For Students with Disabilities:** Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs at least two weeks before the first in-class test or CUTV midterm exam. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: November 9th, 2007 for December examinations, and March 14th, 2008 for April examinations.

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting
documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at:  http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Course Requirements:** Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts:** The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See [http://connect.carleton.ca](http://connect.carleton.ca) for instructions on how to set up your account.