

Carleton University
Department of Political Science

PSCI 4206-B Indigenous Politics of North America

Course Outline Winter 2017

Time: Fri. 11:35 - 2:25

Place: CB 2104

Instructor: Dr. K.C. Fitzpatrick (Kat)

Office: Loeb 647

Office Hours: TBA

Email: kathleanfitzpatrick@carleton.ca

Course Description and Learning Objectives

This course is intended as an in-depth and holistic sharing/learning opportunity for students and participating community members. Its focus will be on an international approach to Indigenous Studies inside/outside the Settler States of North America. It will examine the historical and theoretical approaches to Indigenous studies with a focus Indigenous/Settler relations from colonial to contemporary times. As a social science course it will critically examine the intersections between politics, economics, culture and gender from historical, theoretical and practical public policy perspectives. Students will be encouraged to follow their own interests and develop their own voice through an emphasis on independent study, class participation and emphasis on establishing the scope and content of their own research programs within the context of the course outline.

Course Texts:

Required:

Taiiaki Alfred, (2016) Peace Power Righteousness 2nd Edition, (Oxford: Oxford University Press

Glen Coulthard, (2014) Red Skin White Masks (Minneapolis: University of Minnesota)

Roxanne Dunbar-Ortiz, (2014) An Indigenous Peoples History of The United States, Beacon Press

Course Requirements and Evaluation:

20% Class Presentation and Annotated Bibliography: The class will function as a student lead seminar with each presentation team, in co-operation with the professor, taking leadership responsibility for the class. Each team will be required to write a **brief (1 – 2) page Presentation Summary and Outline** composed from the required and supplementary readings for the relevant class as well as an annotated bibliography of 5 sources (books, book chapters, journal articles, and or web-sites). **The annotated bibliography consists of a 1 paragraph executive summary of the source referenced and brief explanation of why it was chosen for the class.** The presentation will include **an oral critical analysis of the assigned reading material approximately 15-20 minutes each presenter.** The presentation team will also design an experiential exercise for the class and lead the question and answer session to follow. Students will also be expected to offer leadership in welcoming and inter-acting with the guest speakers and leading class discussion.

30% Journal Exercise - Students will be expected to attend all classes and engage in structured activities such as experiential exercises, group work and class debates. Students will be required to keep a journal of classroom activities and readings. The readings will be **critical literature reviews of the required and supplemental reading** for that class and main themes and ideas will be integrated into the class room experiences and discussions. **The Journal Exercise will require the student to write a 2 – 3 page critical reflection on six (6) of their choice of class topics, one set of three (3) for the first half of the class and the second set for the next.** The first three journal entries will be **due at the end of class 7, Feb. 17, 2016.** The second set of journal entries will be **due at the end of the last class, March 31, 2016.**

30% Independent Research Paper – **The Research Paper must be 15 – 20 pages in length and is intended to develop independent research and analytical skills to a university standard.** Research topics will be fairly open, but must be broadly chosen from the themes and subjects identified in the Course Outline. **Students are strongly advised to submit their research topics along with an outline and bibliography by the end of February.** The structure and scope of the paper remain the responsibility of the student, but must include an identifiable thesis statement, clearly defined terms and concepts, at least 3 distinct supporting arguments, a consideration of counter-arguments and a conclusion. **The Independent Research Paper is due at the end of Class 11, March 24, 2016.**

20% Participation Students will be expected to complete all required reading and individually chosen selections from the supplementary texts to actively participate in class discussions. Attendance will be taken at each seminar, but the **participation grade is not assigned by attendance alone** and is meant to reflect the critical contributions of the student to the overall success of the class and **will be assessed at the discretion of the Professor.**

***All Assignments must be handed in hard-copy at the end of Class or deposited in the Political Science Drop-Box: Email submission is not permitted.**

Late Submission of Work: Papers/assignments must be submitted in class to the Instructor on the day they are due. **The Political Science drop-box is intended to collect late assignments only**, or if a student has extenuating circumstances which have been approved by the instructor, at least a week before the due date. There will be a mandatory late penalty for any papers/assignments collected from the drop box without prior approval, **even on the date the assignment is due.** This policy has been implemented to ensure students attend class on assignment due dates. The drop box is emptied every weekday at 4 p.m. and all items collected at that time are date-stamped with the day's date. **Late penalties are one-third letter grade per day late**, i.e. a paper grade B+ is downgraded to B the first late day, followed by B- the next etc. Papers more than 1 week late will not be accepted without a prior extension being granted by the instructor. Valid medical excuses only accepted for term work extensions.

Note: Attendance is required at all lectures. Valid excuses accepted, otherwise absenteeism will not be tolerated; participation is a key course component. Students are expected to bring the book we are reading to class lectures.

Schedule of Lectures and Required Readings: *Please note all Tentative Guest Speakers in Preliminary Stages of Negotiation and are subject to change and/or substitution*

Selected Chapters and Journal Articles available through ARES or through the MacOdrum Library Reserve Readings System

Class Schedule and Required Readings

Class 1: Jan. 6 Opening Ceremony, Intro and Course Overview

Tentative Guest Speakers: Elders from KZ and Pik (in negotiations)

Required Reading: V.Spike Peterson, 1992 “Transgressing the Boundaries: Theories of Knowledge, Gender and I.R. ,Millennium: Journal of International Studies, vol. 21, No. 2, pp. 183 - 206

Supplemental Reading: Taiaiake Alfred: “Cultural strength: Restoring the place of indigenous knowledge in practice and policy: Australian Aboriginal Studies 2015/1

Class 2: Jan. 13; Settler Dreams of Reconciliation from Pochantas to Avatar

Required Reading: Gathering Strength – Canada’s Aboriginal Action Plan (1997) and TRC Calls for Action (2015)

Required Reading: Coulthard, Chap. 4 “Seeing Red: Reconciliation and Resentment, pp. 105 - 129

Supplemental Selections: Eva MaKey, (2002) Chap. 2, The House of Difference: Cultural Politics and National Identity in Canada (Toronto: University of Toronto Press),

Class 3: Jan. 20 Indigenous Resurgence and Settler Responses:

Required Reading Kelly Aguiree, 2015 “Telling Stories: Idle No More, Indigenous Resurgence and Political Theory, in Coburn, Chap. 8 pp. 184 - 201

Supplemental Selections: Eva MacKey “ *Apologizers and Apology*” in Jennifer Henderson and Pauline Wakeham (eds.) (2013) *Reconciling Canada: Critical Perspectives on the Culture of Redress*, (Toronto: U of T Press) pp. 47 - 62

Class 4: Jan. 27; Indigenous Methodologies: The Teaching/Sharing Circle

Tentative Guest Speakers: (Local Traditional Knowledge Keepers)

Required Reading: Leroy Little Bear, “Jagged World-Views Colliding”, in *Reclaiming Indigenous Voice and Vision*, pp. 77-85

Required Reading: Emma LaRocque, (2015) "Reflections on Resistance Writing and Teaching" in Elaine CoBurn, *More will Sing Their Way to Freedom, Indigenous Resistance and Resurgence* (Halifax: Fernwood Publishing) pp. 26 - 44

Supplemental Marlene Costenello "Traditional Knowledges" in George J. Sefa Dei et al; 2000 *Indigenous Knowledges in Global Contexts: Multiple Readings of Our World* (OISE/UT, Toronto: U of T Press)

Class 5: Feb. 3; Settler Colonialism and the Legalities of Dominance

Required Reading: Dunbar, *An Indigenous Peoples History of the US* chap. 1 and 2

Required: Anthony Anghie, *Imperialism, Sovereignty and the making of International Law* (Cambridge: Cambridge University Press) Chap.1

Supplemental "The Split Head Resistance: Using Imperial Law to Contradict Colonial Law for Aboriginal Justice in Coburn, (ed) pp. 50 – 63

Class 6: Feb. 10: "Indian Affairs": Comparative Colonialism in NA

Required Reading: John L. Tobias, 1991) "Protection, Civilization and Assimilation: An Outline History of Canada's Indian Policy, in J.R. Miller, ed. *Sweet Promises: A Reader on Indian White Relations in Canada* (University of Toronto Press,

Required Reading: Lawrence Hauptman, (1992) "Congress, Plenary Power, and the American Indian 1870 – 1992" in Oren Lyons et. Al, eds. *Exiled in the Land of the Free: Democracy, Indian Nations and the U.S. Constitution* (Sante Fe: Clear Lights Publishers

Required Reading: Chaps. Esteva, Gusavo (2000) *The Revolution of the new commons*" in *Aboriginal rights and self-government: the Canadian and Mexican experience in North American Perspective* (ed.) Curtis Cook and Juan D. Lindau, pp. 186 - 217

Class 7: Feb.17: UNDRIP and IR: Treaties and Confederacies

Required Reading: "Reconciling Five Competing Conceptual Structures of Indigenous Peoples' Claims in International and Comparative Law" in pp. 69 – 110 in *People's Rights* ed. Philip Alston, Oxford: Oxford University Press

Required: Paul Havemann (2009) “Indigenous Peoples and Rights” in Michael Goodhart, (ed.) Human Rights Politics and Practice, 2nd Ed. (Oxford, Oxford University Press) 2009

Supplemental: Leroy Little Bear (2004) “Aboriginal Paradigms, Implications for Relationships to Land and Treaty-Making” in Kerry Wilkins (ed.) Advancing Aboriginal Claims: Visions/Strategies/Directions, (Saskatoon, SK: Purich)

No Classes: Reading Week Break Feb 21 - 24

Class 8: Mar. 3: Politics: Contested Sovereignties and Governance

Required Reading: Alfred, Peace, Power Righteousness Chap. 1 and 2

Supplemental Selections John Borrows, (2002) Recovering Canada: the Resurgence of Indigenous Law (Toronto: University of Toronto Press)

Class 9: Mar. 10; (Home) Econ: Sustainability and Community Well-Being

Required Reading: Chap. 9, Laura Hall “The Environment of Indigenous Economics: Honouring the Three Sisters and Recentering Haudenosaunee Ways of Life” in Leanne Simpson, (ed.) (2008) Lighting the 8th Fire, the Liberation, Resurgence and Protection of Indigenous Nations (Winnipeg: Arbeiter Ring Publishing) Chap. 9, pp. 149 - 160

Required Reading: Stavehagen, Rodolfo (2000) “Indigenous movements and politics in Mexico and Latin America” in Aboriginal Rights and self-government: The Canadian and Mexican Experience in North American Perspectives, Curtis Cook and Juan D. Lindau (Montreal & Kingston: McGill –Queen’s University Press, pp. 72-97

Supplemental Selections – Eva MacKey (2016) Unsettling Expectations; Land Rights Settler States of Feeling and Decolonizing Strategies (Halifax: Fenwood Press)

Class 10: Mar. 17: International Political Economy: Dispossession & Resistance

Required Reading: Coulthard , Chap. 1 and 2

Required Reading: Guestavo Esteva, "The Meaning and Scope of the Struggle for Autonomy: Latin America Perspective (March 2001) pp. 120 - 148

Supplemental Reading: Jeff Corntassel, (2008) "Towards Sustainable Self-Determination: Rethinking the Contemporary Indigenous Rights Discourse" Alternatives: Global, Local, Political, Vol. 33, Issue #1 pp. 105 - 132

Class 11: Mar. 24; Indigenous Women and Colonial Violence

Required Reading: Chap. 1 Andrea Smith, Conquest: Sexual Violence and the American Indian Genocide (Cambridge: South End, 2005)

Required Reading: R.Kuokkann (2008) "*Globalization as Racialized, Sexualized Violence: The Case of Indigenous Women*" International Feminist Journal of Politics" vol. 10, pp. 216 - 23

Supplemental Reading: No More Stolen Sisters (2009) Amnesty International Report

Class 12: Conclusion and Review: Feast – Everyone Bring Something to Share

List of Potential Experiential Learning Opportunities:

1. Kairos Blanket Exercise and Facilitator Training
2. Carleton Library Research Tools and Methods
3. Culture Nights at Wabano and/or Odawa
4. Kitigan Zibi Cultural Centre
5. Pikwaknagan Sports and Culture Programs
6. Film Screenings (Trick or Treaty, The Pass System and Club Native)
7. Tee Pee Teachings (Carleton U)
8. INAC Library and Archives Guided Tour
9. Isketow and Kumik Lodges with Traditional Teaching
10. Canoe Teachings (Ottawa U)
11. Museum of History First Peoples' Hall Guided Tour
12. National Library and Archives Research Guided Tour

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.