

Carleton University
Department of Political Science
FALL 2019
<https://carleton.ca/polisci/>

PSCI 4206-A/5100F
Indigenous Politics of North America
Time: Tuesday 11:35am – 2:25am
Please confirm location on Carleton Central

Instructor: Dr. K.C. Fitzpatrick
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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. Grounded in Indigenous approaches to knowing/being/learning it will be collaborative in nature and innovative in methodology. An emphasis on historical and comparative studies will locate indigenous themes and issues in Indigenous/Settler relations from colonial to contemporary times. As a social science course, with a focus on politics, political theory and praxis, it will critically examine the inter-sections 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: There are no required texts for this class. **Selected Chapters and Journal Articles available through ARES or through the MacOdrum Library Reserve Readings System**

Course Requirements and Evaluation:

Component #1: 30% Group Presentation

A 4th year/grad seminar class is not a small lecture. The class is designed as a student lead seminar with each presentation team, in collaboration with the professor, taking leadership responsibility for the class and co-creating content and materials to be shared with the rest of the class. Central to the ethics and praxis of the class will be the building of solidarity and community through shared activities and leaning styles. Group Presentations are very important and will require conflict resolution and co-operation skills as the grade will be a group (not an individual mark) and students are expected to divide up the work agreeably and equitably among themselves. A self-assessment will also be part of the total grade and all team members must contribute to and sign off on this important component of the presentation exercise. **Failure to resolve conflicts resulting in the mediation and/or intervention of the Professor will affect the overall assessment and participation grades of the presenters, both individually and collectively.**

- **The Group Presentation itself will consist of four parts:**
- **Part 1: (10%) a critical analysis of the assigned reading material;** Each team will be required to write a **brief (1 – 2) page Presentation Summary** composed from each of the **required** reading for the relevant class. Hard copies of the reading analysis will be distributed in class to fellow students on the day of the presentation. The team is responsible for composing two (2) discussion questions and leading a Q & A session with the class.
- **Part 2: (10%) Independent Class Contribution** will comprise at least **five (5) additional sources** on the class topic. Team members are expected to conduct independent research and select book chapters, journal articles, web-sites, traditional and social media sources, images, video and audio-visual samples, podcasts, You-tube selections and any other materials of relevance to share with the class. Power Point and/or Presi style presentation are recommended. **The team will provide the class with a presentation bibliography consisting of a brief statement out-lining each source referenced and a brief explanation of why it was chosen for the class.**
- **Part 3: Experiential Exercise (5%)** will comprise a class participation activity designed to involve students in a hands-on learning experience appropriate to the class topic. The idea is to add a component to the class that is innovative and creative that engages fellow students in a non-text based learning experience. Examples could include, debates, visual and/or multi-media arts and analysis, story-telling exercises, poetry, slam poetry, songs and musical presentations, theatre and dramatic arts, role-playing games etc. The experiential exercise will take place in the second half of the 3hr class and is designed to help students learn and understand

class topics in a holistic, reflective and integrative way. Presenters will be responsible for time-management and ensuring that the experiential exercise concludes in time for a round of peer-reviewed reflection/assessment of how well the experiential exercise was executed as well as useful/beneficial in overall understanding of the presentation material.

- **Part 4: Self-Assessment Exercise (5%)** For this assignment the team will be required to submit a separate sheet with the following components (i) the grade you believe you deserve for the totality of the presentation out of (100%) (ii) 2 – 3 paragraphs explaining why the team deserves this grade including a) amount of work/prep time of both group and individual efforts, b) a description of co-operation and conflict/conflict resolution between team members and how effectively the team worked together c) what the team learned from the collaborative/co-creative process with team-mates and Prof and d) a reflection on how well the presentation was received by the class; levels of student engagement, critical discussion and depth of learning, etc, and e) overall impression and recommendations for improvements.

Component #2: 20% (5% Each) Seminar Reflection Papers

Students will be expected to use critical and analytical skills to engage with the main theme and topic of each of the required readings for a class topic and form a reflective response to the subject. These are not simple summaries of the material, but demonstrate a clear understanding of the issues under discussion and the respective positions/perspectives taken by the different authors. Students will be expected to clearly articulate their own ideas and positions on the topic and relate it back to the reading in a critical and comprehensive manner.

In addition to a critical analysis of the core reading material, students will be expected to integrate classroom learning components into their reflection papers, including sources and knowledge gained from the group presentation and experiential exercises. Attendance and participation are vital to earning a high grade on the reflection papers **as use of reading materials alone will be insufficient to earn a grade above a B (75%)**

The Reflection papers will require the student to write a 4 - 5 page critical reflection paper on each of the four (4) class topics of their choice using all of the required reading materials from the course outline. The first set (2 classes selected from before the mid-term break) of Reflection papers will be due at the end of class 7, Oct. 29, 2019. The second set of Reflection papers (2 classes selected after the mid-term break) will be due on the last day of Class, Dec. 3, 2019

30% Independent Research Paper – The Research Paper must be 15 – 18 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 mid-October.** 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. More details and instructions to follow. **The Independent Research Paper is due at the end of Class 10, November 19, 2019.**

20% Participation Students will be expected to complete all required reading and to be familiar with group presentation materials as introduced to the class by the Professor and fellow class-mates and 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.** Students will be expected to attend all classes and engage in structured activities such as experiential exercises, group work and class debates and use this material/experiences in their oral/written contributions to the class as a whole. **Class Participation grades will be awarded at the end of the Term.**

***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:

***** Students are required to read any 2 of the 3 Required Readings listed for each Seminar Topic and be prepared to give oral executive summaries and critical**

analysis of the readings in Class, *as this will greatly inform individual participation grades.* ***

Class Schedule and Required Readings

Class 1: Intro Sept. 10: Course Overview and Sharing Circle

Required Readings:

Thomas King, (2012) Chap. 1 “*Forget Columbus*” in *The Inconvenient Indian: A curious account of Native People in North America* (Double Day Canada)

Roxanne Dunbar, (2014) “*Follow the Corn*” in *An Indigenous Peoples History of the US* chap. 1 (Boston: Beacon Press Books) pp. 15 - 31

Class 2: Sept. 17; Settler Colonialism on Turtle Island

Required Readings:

Roxanne Dunbar, (2014) “*The Culture of Conquest*” in *An Indigenous Peoples History of the US* chap. 2 (Boston: Beacon Press Books) pp. 32 - 44

David Newhouse and Yale Belanger, “*The Canada Problem*” in *Aboriginal Politics*, chap. 3 in *Visions of the Heart, Issues Involving Aboriginal Peoples in Canada, fourth edition* (ed. David Long and Olive Patricia Dickason, (Oxford: Oxford University Press)

Eva Mackey, (2016) “Introduction: Settler Colonialism and Contested Homelands” pp. 2 – 26, in *Unsettled Expectations: Uncertainty, Land and Settler Decolonization*, (Fernwood Publishing: Halifax and Winnipeg)

Class 3: Sept. 24, Indigenous Resistance and Resurgence:

Required Reading:

Alfred Taiaiake and and Jeff Corntassel (2005) “*Being Indigenous: Resurgences against Contemporary Colonialism*” *Government and Opposition*, vol. 40 (4), pp. 597 – 614

Jackie Price (2008) *“Living Inuit Governance in Nunavut”* Chap. 7, in Lighting the Eighth Fire (ed.) Leanne Simpson, (Winnipeg: Arbeiter Ring Publishing), pp. 127 - 138

Brock Pitawanakwat, (2008) *“Bimaadziwin Oodenaang: A Pathway to Urban Nishnaabe Resurgence”* pp. 161 – 173, chap. 10 in Lighting the Eighth Fire (ed.) Leanne Simpson, (Winnipeg: Arbeiter Ring Publishing), pp. 127 - 138

Class 4: Oct. 1: Indigenous Ways of Knowing and Being

Required Readings:

Leroy Little Bear, (2000) *“Jagged World-Views Colliding”*, in (ed.) Marie Battiste, Reclaiming Indigenous Voice and Vision, (Vancouver: UBC Press) pp. 77-85,

Zoe Todd, (2016) *“An Indigenous Feminist’s Take on the Ontological Turn: “Ontology is Just Another Word for Colonialism”*, Journal of Historical Sociology, vol. 29, issue #1 DOI: 10.1111/johs.12124

Makere Stewart-Harawira, (2005) Chap. 1, *Of Order and Being: Towards an Indigenous Global Ontology*, in The New Imperial Order: Indigenous Responses to Globalization, (Zed Books: London and New York), pp. 32 - 55

Class 5: Oct. 8: “Indian Affairs”: Comparative Colonialism in NA

Required Readings:

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,

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

Rodolfo Stavenhagen, (2000) "Indigenous Movements and Politics in Mexico and Latin America: the Return of the Native" in (ed.) Curtis Cook and Juan D. Lindau, *Aboriginal Rights and Self-Government*, (McGill-Queen's Press: Montreal and Kingston) pp. 72 - 100

Class 6: Oct. 15: Treaties and Indigenous Land Claims

Required Readings:

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)

Sharron Venne, (2007) Chap. 1 "Treaties made in Good Faith", in Natives and Settlers Now and Then: Historical Issues Current Perspectives on Treaties and Land Claims in Canada (ed., Paul. W. Depasquale) pp. 1 - 7

Lynn Gehl, (2014) "*Learning about the Algonquin Land Claims Through My Debwewin Journey*" chap. 1 in The Truth that Wampum Tells: My Debwewin on the Algonquin Land Claims Process (Fernwood Publishing: Halifax and Winnipeg) pp. 3 - 20

No Classes: Fall Reading Break Oct. 22 - 25

Class 7: Oct. 29: UNDRIP and Self Determination

Required Readings:

S. James Anaya, "*The Historical Context*" in Indigenous Peoples and International Law 2nd edition, (Oxford: Oxford University Press), Part 1, Chap. 1, pp. 15 - 48

Paul Havemann, (2016), "*Indigenous Peoples and Rights*", in Michael Goodhart, (ed.) *Human Rights Politics and Practice*, 3rd Edition. (Oxford, Oxford University Press) pp. 334 - 351

Joyce Green, (2014) "*From Colonialism to Reconciliation Through Indigenous Human Rights*" in (ed. Joyce Green) Indivisible: Indigenous Human Rights (Fernwood Publishing: Halifax and Winnipeg) pp. 18 - 34

Class 8: Nov. 5: (Home) Econ: Sustainability and Community Well-Being

Required Reading:

Dorothy Goldin Rosenberg, (2008) Towards Indigenous Wholeness: Feminist Praxis in Transformative Learning on Health and the Environment, Chap. 8 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) pp. 137 - 154

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

Kathy L. Hodgson-Smith and Nathalie Kermoal, (2016) "*Community-Based Research and Metis Women's Knowledge in Northwestern Saskatchewan*" in *Living on the Land, Indigenous Women's Understanding of Place* (eds.) Nathalie Kermoal & Isabel Altamirano-Jimenez), Chap.6, pp. 139 - 168

Class 9: Nov. 12: International Political Economy: Dispossession & Resistance

Required Reading:

Micheal J. Mascarenhus, (2016) *Where the Waters Divide: Neoliberalism, Racism, White Privilege and Environmental Injustice*, Race, Class and Gender, vol. 23, issue ¾ pp. 6 - 25

Glen Coulthard, (2014) "*For the Land: The Dene Struggle for Self-Determination*", chap 2, in Glen Coulthard, Red Skin White Masks: Rejecting the Colonial Politics of Recognition, (Minneapolis: University of Minnesota Press) pp. 51 - 78

Gabrielle A. Slowey, (2009) *A Fine Balance? Aboriginal Peoples in the Canadian North and the Dilemma of Development*", in First Nations First Thoughts: The impact of Indigenous Thought in Canada, (ed.) Annis May Timpson, (Vancouver: UBC Press), Chap. 9, pp. 229 - 247

Class 10: Nov. 19 Indigenous Women: The Heart of the Nation(s)

Required Reading:

Cora J. Voyageur (2016) "First Nations Women in Canada: in Visions of the Heart, Issues Involving Aboriginal Peoples in Canada, fourth edition (ed. David Long and Olive Patricia Dickason, (Oxford: Oxford University Press) pp. 127 – 151

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

Sonja John, (2015) *Idle no More – Indigenous Activism and Feminism*, Theory and Action, vol. 8, issue 4

Class 11, Nov. 26: The Politics of Reconciliation: Possibilities and Limits

Required Readings:

Eva MacKey (2013) "*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

Kiera L. Ladner (2009) "Take 35: Reconciling Constitutional Orders" Chap. 11, in (ed.) Annis Mary Timpson, First Nations, First Thoughts: The Impact of Indigenous Thought in Canada, (Vancouver: UBC Press) pp. 279 – 300

Kelly Aguirre, (2015) "*Telling Stories: Idle No More, Indigenous Resurgence and Political Theory*, in Coburn, Chap. 8 pp. 184 – 201, in (ed.) Elaine Coburn, *More Will Sing Their Way to Freedom: Indigenous Resistance and Resurgence* (Halifax: Fernwood Publishing)

Class 12: Dec. 3: Conclusion and Review: Feast – Everyone Bring Something to Share

List of Potential Experiential Learning Opportunities in the Community:

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. Pikwagnagan Sports and Culture Programs
6. Tee Pee Teachings (Carleton University and University of Ottawa)
7. INAC Library and Archives Guided Tour
8. Isketow and Kumik Lodges with Traditional Teaching
9. Canoe Teachings (Carleton University and Ottawa University)
10. Museum of History First Peoples' Hall Guided Tour
11. National Library and Archives Research Guided Tour

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.