Course Design Plan

Course Title: Aboriginal Peoples and Canadian Politics

Date: Feb. 21, 2014

Course Code: NS 264.3

Course Length: 3 Credits

Pre-requisite: NS 107.3

Course Description:
An analysis of contemporary Canadian political and administrative processes as they affect Indigenous Peoples. Emphasis will be placed on the federal system of government and its effects on Indigenous identity, community programs and local autonomy.

Course Evaluation:

Grading Scheme	
Reading Analysis Assignments – x10 - 3% each	30%
Paper Proposal	15%
Research Paper	25%
Final Exam	30%
TOTAL	100%

Required Textbook(s): None

Course Learning Outcomes:
Upon completion of this course, students should be able to:

1. Think critically about the political history of Indigenous-Canada relations over the past three centuries
2. Perform reading analyses, demonstrate appropriate writing skills, and different approaches to writing critical analyses
3. Demonstrate comprehensive knowledge of a specific example of colonialism and self-determination and its affects.

UNIVERSITY OF SASKATCHEWAN

DEtoolkit.usask.ca

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/ Media	Activities	Evaluation / Assessment
1	**The Oldest Traditions of Indigenous Governance**	• Introduction to Indigenous Worldviews • Introduction to colonialism, progress, and civilization • The importance of studying Indigenous politics • Exploration of alternative political explanations of "the spiritual universe" • Analysis of Indigenous literacies and Indigenous writing systems in the Americas • In-depth description of one form of Indigenous governance Native to what is now Saskatchewan	1. Differentiate a malleable political world that humans are capable of transforming from the political world presented to us as natural and inevitable. 2. Distinguish between different "regimes of truth" concerning Indigenous peoples, their systems of governance, and worldviews, and the supposed "truth" about Indigenous primitivity. 3. Identify how the presence of colonialism silences Indigenous peoples in intellectual discourse. 4. Assess the basic impact of colonialism on our understanding of Indigenous governance. 5. Examine the multitude of Indigenous writing systems. 6. Appreciate how governance and literacy were not European "gifts" but pre-existed European arrival, were complex, and existed in many forms.	**Watch** - Module Introduction Video **Read** - Vine Deloria Jr., "The Universe of Spirits," pp. 193-214 in The World We Used to Live In: Remembering the Powers of the Medicine Men, (Golden, Co: Fulcrum Publishing, 2006). **Read** - Birgit Brander Rasmussen, "Writing and Colonial Conflict," pp. 17-48 in Queequeg's Coffin: Indigenous Literacies and Early American Literature, (Durham: Duke University Press, 2012).	**Case Study: The Buffalo Hunt** • the complex form of the buffalo hunt, its status as a government • -oral histories of the hunt and "the law of the hunt" • its constitutional scope and how Métis governed themselves through it	Reading assignments; check-in questions* *each module there will be several questions drawn from the content, which students may choose to complete to test their knowledge; these questions will not count towards final mark, but can be used by the students to self-assess their knowledge of the module content.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/ Media	Activities	Evaluation / Assessment
2	**How Canada Governs: Treaties, the Royal Proclamation, and the Doctrine of Discovery**	• socio-political nature of historic treaty-making • the role of kinship in Indigenous governance • the relationship of Indigenous family to Indigenous diplomacy • the fantastical claims of the doctrine of discovery, underlying title, and unitary Canadian sovereignty • the impact of the Royal Proclamation of 1763 • the basic make-up of Canadian federalism • the constitutional meaning of treaties with Indigenous peoples in Canadian confederation	1. Articulate the basis of Indigenous-Newcomer treaty relations in North America 2. Identify the basic structures of Indigenous diplomacy 3. Critique the basis of Canadian claims to sovereignty and underlying title to lands 4. Analyze the connections between Indigenous governance and Canadian constitutionalism through shared treaty processes.	**Watch** - Module Introduction Video **Read** - Robert A. Williams, Jr. "Treaties as Connections" pp. 62-82 in Linking Arms Together: American Indian Treaty Visions of Law and Peace, 1600-1800, (New York: Routledge, 1999). **Read** - John Borrows, "Questioning Canada's Title to Land: The Rule of Law, Aboriginal Peoples, and Colonialism," pp. 111-139 in Recovering Canada: The Resurgence of Indigenous Law, (Toronto: University of Toronto Press, 2002).	**Case Study: Fantasies of Discovery and Underlying Crown Title** • definitions of the Doctrine of Discovery and Underlying Crown Title • the myth of Indigenous political inferiority • the Crown's claim to supersede Indigenous land title • the "Discovery" of Western Canada by HBC explorers; why this is not a valid claim of Canadian ownership	Reading assignments; check-in questions* *each module there will be several questions drawn from the content, which students may choose to complete to test their knowledge; these questions will not count towards final mark, but can be used by the students to self-assess their knowledge of the module content.

UNIVERSITY OF SASKATCHEWAN

DEtoolkit.usask.ca

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
3	**Early Indigenous-European Diplomacy: The Fur Trade and HBC "Governance"**	• the "Native New World" • "the middle ground" • an introduction to the complexity of Indigenous social and political worlds • Europeans as "interlopers" in a preexisting political world • the role of kinship in diplomatic relations • Indigenous alliance-building as a means to preserve political	1. Differentiate instances of socio-political independence, interdependence, and dependence in Indigenous-European relations 2. Summarize the main features of the middle ground and its impact on Indigenous-European relations 3. Articulate the role of the Indigenous political power in determining the diplomatic future of Western Canada until the 1870s 4. Identify the Indigenous political practices adopted by Europeans to survive in the Native New World 5. Contrast European "paper claims" from their on-the-ground power relations with Indigenous peoples	**Watch** - Module Introduction Video **Read** - Michael Witgen, "European Interlopers and the Politics of the Native New World," pp. 168-211 in An Infinity of Nations: How the Native New World Shaped Early North America, (Philadelphia: University of Pennsylvania Press, 2012).	**Case Study: The Middle Ground** • the middle ground of Indigenous-European diplomacy • the impact of Richard White's scholarship • how knowledge of political and economic power relations gives us a better understanding of Indigenous-European history	Reading assignments; check-in questions.
4	**Early Treaty-Making with Canada**	• rationale for negotiating the numbered treaties from Canadian and European perspectives • treaties as living nation-to-nation agreements • treaties as diplomacy, not title extinguishment • non-role of the Indian Act in treaty-making • the Cree interpretation of Treaty 6 • the "Cree constitution"	1. Differentiate the competing Canadian and Indigenous explanations for negotiating the numbered treaties 2. Critically interrogate Canada's claims to have extinguished Indigenous lands 3. Distinguish contemporary claims of the Indian Act from the historic processes of treaty-making 4. Analyze treaties as on-going relationships still in force today 5. Identify the key features of the Cree understanding of Treaty 6 6. Explore how ongoing Indigenous-Canada relations are structured by historic treaties	**Watch** - Module Introduction Video **Read** - J.R. Miller, "'I think that the Queen Mother has offered us a new way: Southern Numbered Treaties, 1871-1877," pp. 150-186 in Compact, Contract, Covenant: Aboriginal Treaty-Making in Canada, (Toronto: University of Toronto Press, 2009). **Read** - Sharon Venne, "Understanding Treaty 6: An Indigenous Perspective," pp. 173-207, in Aboriginal Treaty Rights in Canada: Essays of Law, Equality, and Respect for Difference, edited by Michael Asch, (Vancouver, UBC Press, 1997).	**Case Study – Treaty 6 Analysis** • basics of Treaty 6 • the vision of shared jurisdiction and mutual political independence • use of land "to the depth of a plow" and the impacts for contemporary resource industry • the medicine chest clause • a framework for working out political disputes	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
5	**Domesticated and Internalized Colonial Governance**	• on-going and internal colonialism • -the many "resolutions" of colonial relations • extinguishment in the contemporary context • -colonial accommodation and domestication • Indigenous resistance to colonialism and extinguishment • "de-thinking" colonialism and sovereignty • -colonial mentalities and co-optation of Indigenous governance	1. Distinguish on-going and historic colonialism 2. Differentiate internal colonialism from external colonialism 3. Explain how colonialism is supposedly temporary 4. Compare sovereignty to traditional forms of Indigenous governance 5. Articulate a critical understanding of contemporary Indigenous-Canada relations 6. Identify the colonial elements of Canada's governance of Indigenous peoples	**Watch** - Module Introduction Video **Read** - James Tully, "The Struggles of Indigenous Peoples for and of Freedom," in pp 36-59, in Political Theory and the Rights of Indigenous Peoples, edited by Duncan Ivison, Paul Patton, and Will Sanders, (Cambridge: Cambridge University Press). **Read** - Taiaiake Alfred, "Sovereignty" pp.460-474 in A Companion to American Indian History, eds. Philip J. Deloria and Neal Salisbury, (Blackwell, 2002).	**Case Study: The Indian Act** • the Indian Act as unilateral policy • the non-relationship between treaties and the Indian Act • enfranchisment and "gradual civilization" in the Indian Act • installation of the band council system and the disruption of Indigenous governance • gender discrimination in the Indian Act and the destruction of a self-determining	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
6	**Renewing the Relationship: Indigenous Governance and the Canadian Constitutional Debates**	• the White Paper Policy, 1969 and Indian country's rejection of the policy • -White Paper Liberalism • the on-going influence of the White Paper in contemporary Indigenous-Canada relations • -the White Paper's legacy and section 35 of the Constitution Act, 1982 • wielding power in a colonial relationship • -Meech Lake and Charlottetown Accords	1. Apply the main features of White Paper Liberalism to subsequent Canadian Aboriginal policy positions 2. Articulate the difference between powers claimed as federal jurisdiction and powers derived from treaty relations 3. Distinguish "special rights" from treaty rights 4. Investigate the differences between liberal rights discourse and how Indigenous peoples understand their relationship with Canada	**Watch** - Module Introduction Video **Read** - Dale Turner, "White Paper Liberalism and the Problem of Aboriginal Participation," pp. 12-37 in This is Not a Peace Pipe: Towards a Critical Indigenous Philosophy, (Toronto: University of Toronto Press, 2006). **Watch** - "Dancing Around the Table," parts 1 and 2 at www.nfb.ca/film/dancing_around_the_table_1/ www.nfb.ca/film/dancing_around_the_table_part_two	**Case Study: Dancing Around the Table** • the attitudes prevalent among negotiators at constitutional, self-government, and land claims tables • the impasse of negotiations and the recurrence of these behaviours • the ongoing impact of the White Paper	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
7	**Oka to Ipperwash to Caledonia: Two Decades of Grassroots Indigenous Resurgence**	• self-determination in international law and self-determination in practice • self-determination as an infringement on state sovereignty • "flashpoint events" and their necessity • -the historic context as the source of flashpoint events • Rex Murphy's response Elsipogtog • Caledonia Standoff, the Two-Row Society, and contemporary alliance-building	1. Analyze the multiple definitions of self-determination 2. Identify how self-determination of Indigenous peoples can override or "infringe" on Canadian claims of sovereignty 3. Compare media coverage of flashpoint events to the historical context which gave rise to them 4. Critique "mainstream" responses to Indigenous reclamation movements	**Watch** - Module Introduction Video **Read** - Peter H. Russell, "Oka to Ipperwash: The Necessity of Flashpoint Events," pp. 29-46 in This is an Honour Song: Twenty Years Since the Blockades, edited by Leanne Simpson and Kiera Ladner, (Winnipeg: Arbiter Ring Publishing, 2010). **Read** – (for case study) Rex Murphy's National Post op-ed on Elsipogtog, http://fullcomment.nationalpost.com/2013/10/19/rex-murphy-a-rude-dismissal-of-canadas-generosity/ Nick Montgomery, "Dear Rex, Colonialism exists and you're it." http://cultivatingalternatives.com/2013/10/20/dear-rex-colonialism-exists-and-youre-it/ Leanne Simpson - "Elsipogtog: We're Only Getting One Side of the Story" - http://www.huffingtonpost.ca/leanne-simpson/elsipogtog-racism_b_4139367.html **YOUTUBE VIDEOS:** **Woodcarver:** www.youtube.com/watch?v=sx4JLPBMUx0 **CBC Oka Report:** www.youtube.com/watch?v=61IdZTjlfgE **Ipperwash:** www.youtube.com watch?v=vG4fbgnsEmg **Elsipogtog:** www.youtube.com/watch?v=UkTmDLRqD4k **Caledonia OPP Raid:** www.youtube.com/watch?v=gbbe4dkH1cU **Caledonia Mayor's Racism:** www.youtube.com/watch?v=TQ_8NNKjK8Y	**Case Study: The Caledonia Standoff** • the historic context of the "Plank Road Lease" • the role of the Two-Row Wampum and the Two-Row Society • -the sit-in and reclamation of "Douglas Creek Estates" • the tropes of white victimhood as an excuse for violence and racism • -Indigenous/ Canadian solidarity in response to racism—a new path to reconciliation and living together peacefully	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
8	**Renewing the Relationship, Again: RCAP vs. Treaty**	• Aboriginal jurisdiction as "the scraps of federalism" • treaty federalism/ treaty constitutionalism • the context and outcome of the Royal Commission on Aboriginal Peoples (RCAP) • the RCAP report's	1. Demonstrate a basic understanding of RCAP's recommendations for political reconciliation 2. Summarize the key critiques of the "third order of government" 3. Differentiate unilateral (colonial) recognition from the mutual recognition of equal political actors 4. Apply the two Confederations model to a Treaty 6 context 5. Contrast unequal (colonial) constitutional "renewal" from a more robust and multifaceted renewal of treaty federalism/constitutionalism 6. Examine non-state-based alternatives to "renewal" as exemplified by PKOLS.	**Watch** - Module Introduction Video **Read** - Kiera Ladner, "Negotiated Inferiority: The Royal Commission on Aboriginal People's Vision of a Renewed Relationship," American Review of Canadian Studies 31(1-2): 241-264. (2001). **Read** – James Tully, "The Negotiation of Reconciliation," in Public Philosophy in a New Key: Volume I, Democracy and Civic Freedom, (Cambridge: Cambridge University Press, 2009). **YOUTUBE VIDEOS:** **Reclaiming PKOLS:** www.youtube.com/watch?v=qlO1OXkijYU **Climbing PKOLS:** www.youtube.com/watch?v=ZIw5B7aPXWM	**Case Study: Reclaiming PKOLS** • the importance of Indigenous place names • colonial re-naming as erasure of Indigenous presence • movements to reclaim place-names • the example of PKOLS	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
9	**What It's Really About: 'Self-Government' and 'Management' of Resources on Indigenous**	• the impact of corporate globalization, neoliberalism, and neocolonialism on Indigenous governance • the role of the Canadian government in actively fostering these forces in Indigenous communities • the government's use of economic development in divesting from treaty obligations • government- and industry-fostered economic/political dependence in Indigenous communities • the influence of non-Indigenous knowledges in Indigenous management regimes • "knowledge integration" and colonialism	1. Identify the presence of colonial elements in economic and management institutions 2. Contrast corporate globalization, neoliberalism, and neocolonialism 3. Identify Canadian policies which actively fosters the dependence of Indigenous governance on external institutions 4. Criticize government policies which re-situate treat obligations as poverty reduction policies 5. Differentiate common "knowledge integration" policies from equal dialogue processes discussed in previous weeks	**Watch** - Module Introduction Video **Read** - Gabrielle A. Slowey, "Globalization and Self-Government: Impacts and Implications for First Nations in Canada," American Review of Canadian Studies 31(1-2): 265-281. (2001). **Read** – Paul Nadasdy, "The Anti-Politics of TEK: The Institutionalization of Co-Management Discourse and Practice" Anthropologica 47(2): 215-232. **READ AND WATCH – (FOR CASE STUDY):** **Jacqui Ronson in Yukon News:** yukon-news.com/news/peel-watershed-open-for-business/ yukon-news.com/news/first-nations-announce-peel-lawsuit/ **Ken Coates and Amanda Graham Op-Ed:** yukon-news.com/letters-opinions/the-yukon-could-be-a-model-for-consultation/ **Optional – for context** -CPAWS, Three Rivers: the Journey – an artistic odyssey in the Yukon's Peel River Watershed. The Canadian Parks and Wilderness Society – Yukon Chapter. (this is not available online, but I'm told CPAWS allows its free distribution for educational purposes). **YOUTUBE VIDEOS:** **Peel River Watershed and Development:** www.youtube.com/watch?v=J1_wTQh1fRg **Peel River Protection:** www.youtube.com/watch?v=qfRmz3usHsg	**Case Study: Peel River Watershed Planning Process** • development in remote areas • consultations and its limitations • the failure of the Peel Watershed Planning Process • the roles of litigation in resisting development • Indigenous-environmental alliances	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
10	**Renewing the Relationship, Yet Again: 'Accommodation' and the Modern Day Treaty Process**	• The Nisga'a Final Agreement (NFA) and the BC Treaty Process (BCTP) • Sovereignty, jurisdiction, and Nisga'a "third order" governance • the major critiques of the BCTP • the BCTP's failure • alternatives to the BCTP and renewed treaties	1. Summarize the key components of the Nisga'a Final Agreement 2. Critique the assumption that the NFA and BCTP represent "modern day treaties" 3. Differentiate sovereignty from jurisdiction 4. Identify the ways in which the NFA and BCTP generate a marginal "third order of governance"	**Watch** - Module Introduction Video **Read** - Isabel Altamirano-Jimenez, "The Nisga'a 'Common Bowl,' Gender, and Property Rights" pp-121-148 in Indigenous Encounters with Neoliberalism: Place, Women, and the Environment in Canada and Mexico, (Vancouver: UBC Press, 2013). **Read** - Taiaiake Alfred, "Deconstructing the British Columbia Treaty Process," available from http://web.uvic.ca/igov/uploads/pdf/GTA.bctreatyprocess.pdf **Watch (as part of Case Study)** www.cbc.ca/archives/categories/society/native-issues/the-battle-for-aboriginal-treaty-rights/the-struggle-of-the-nisgaa.html	**Case Study: History of the NFA** • the rationale behind the NFA, and the Nisga'a political context that led to its creation • the economic and social motivations for signing modern day treaties, even imbalanced ones	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
11	**Resurgence and Self-Determination**	• "Aboriginalism" and its impacts on contemporary identity and governance • the lure of assimilation and its incompatibility with Indigenous governance • the shortcomings of the international sphere in securing Indigenous rights • limitations of the "rights discourse" in protecting Indigenous political independence • responsibility-based resurgence as an alternative to rights-based discourses • Indigenous resurgence and its challenges to state identity construction • "sustainable self-determination"	1. Identify the major limitations to state-centred pathways to political decolonization 2. Contrast rights-based discourse with responsibilities-based ways of living 3. Explain Indigenous resurgence as an alternative to contemporary political discourses 4. Apply sustainable self-determination to community based resurgence movements	**Watch** - Module Introduction Video **Read** - Taiaiake Alfred, "Spaces we occupy," pp. 126-140 in Wasáse: Indigenous Pathways of Action and Freedom, (Peterborough: Broadview Press, 2005). **Read** - Jeff Corntassel, "Toward Sustainable Self-Determination: Re-thinking Contemporary Indigenous-Rights Discourse," Alternatives 33(1): 105-132. (2008). **Watch (as part of Case Study)** - CBQM: www.nfb.ca/film/cbqm	**Case Study: For class CBQM as Sustainable Self-Determination** • the centrality of community-controlled cultural institutions for self-determination • the use of Indigenous media for the practice of community politics • the health of Indigenous communities undertaking sustainable self-determination	Reading assignments; check-in questions.

Module No.	Module Name	Content Topics	Learning Objective(s)	Required Readings/Media	Activities	Evaluation / Assessment
12	**Idle No More and Future Social Movements**	• the definitions of "the colonizer" and "the colonized" • "decolonization" • "settler colonialism" and its application to contemporary Canada • settler "moves to innocence" as a practice of denying settler colonialism in Canada • -Idle No More and other Indigenous social movements	1. Define and apply the following terms to the Canadian context: • colonizer • colonized • settler colonialism • settler • settler moves to innocence 2. Analyze Idle No More's impact on Indigenous awareness and Canadian popular consciousness	**Watch** - Module Introduction Video **Read** - Albert Memmi, "Does the Colonial Exist?" and the "Mythical Portrait of the Colonized," in The Colonizer and the Colonized **Read** - Eve Tuck and K. Wayne Yang, "Decolonization is not a metaphor," Decolonization: Indigeneity, Education & Society 1(1): 1-40. 2012. **YOUTUBE VIDEOS:** **Vancouver Olympics Opening Ceremonies (first 10 minutes):** www.youtube.com/watch?v=B0M4g7P9raM **Indigenous Anti-Olympic Resistance:** www.youtube.com/watch?v=JVhu7sHtcnM **Round Dance at Midtown:** www.youtube.com/watch?v=Vn5PFHlm1ak **Chiefs Storm Parliament Hill:** www.theglobeandmail.com/news/news-video/video-first-nations-leaders-storm-parliament-hill-over-budget-bill/article5973974/ **Indigenous Women Shame Coon-Come:** www.youtube.com/watch?v=YnFQT1-zlBw	**Case Study: Idle No More** • the roots, rise, and decline of Idle No More • the unseen persistence of Idle No More • the perpetuation of Idle No More political tactics and social media organizing	Reading assignments; check-in questions.