

POL 308H1F: Indigenous Politics in Canada
May – June, 2019

Instructor: Daniel Sherwin

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Office Hours: Wednesday, 1:00-3:00, in Sid Smith 3058, or by appointment

Class Meeting: Monday and Wednesday, 4:00-6:00 PM in Sid Smith 2125

STATEMENT ON ACKNOWLEDGEMENT OF TRADITIONAL LAND

This course takes place on land that has been in relation with Indigenous people and societies since time immemorial. The Elders Circle of the University of Toronto has provided the following statement on acknowledgement of traditional land, to help guide us in being mindful of this fact:

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

Revised by the Elders Circle (Council of Aboriginal Initiatives) on November 6, 2014.

Available at: <https://www.studentlife.utoronto.ca/fnh>

Course Description:

This course provides an extraordinary brief introduction to the relationship between the Canadian state and Indigenous peoples. We begin by discussing the history of treaties, colonialism, dispossession, and assimilation. We then turn to spend the majority of the course considering different ways in which Indigenous and state actors have attempted to establish a 'new' relationship over the last five decades. Some of these attempts have involved altering the Canadian political or legal order to better accommodate indigenous people; others have involved Indigenous people opposing or turning away from the Canadian state altogether.

Your central task for the course will be to understand the promises and pitfalls of these efforts to establish new political relationships, in light of the historical relationship between Indigenous Nations and the Canadian state.

Evaluation

Attendance and Participation 10%

A portion of each class will be devoted to discussion, questions, and/or opportunities for written participation.

In-Class Writing Assignments (3 * 8%) = 24%

In three classes through the term, students will be asked to complete very short (10-15 minute) written assignment in class. These are meant to be low-stakes opportunities to clarify your ideas on paper and receive feedback. These will not be announced in advance; this is in part a way to reward regular attendance. As such, there will be no opportunity to make up for a missed assignment. Expectations for these assignments will be discussed during the first class of the term.

Essay 1 26% Due May 24

Length 1200 words max.

Students will write a brief response to an essay prompt based on the first five weeks of course material. The essay prompt will be distributed on May 8.

Essay 2 40% Due June 14

Length 2500 words max.

The second essay will be the summative evaluation for this class. Students will be expected to draw from several weeks of class material to write an essay that engages with the central theme of the class: contemporary efforts to establish more just relationships between the Canadian State and Indigenous peoples.

Students will choose from several essay prompts, which will be distributed in class.

Readings

Course readings will be made available on Quercus. You will also find hard copies of all of the books assigned in the course in the Robarts Course Reserves.

Course Outline

1) May 6: Introduction to Course: Where are we?

- Elder's Circle. "Statement of Acknowledgement on Traditional Land." University of Toronto. Available at <https://www.studentlife.utoronto.ca/fnh>. (Bottom of page)
- Leanne Simpson, "Looking after Gdoo-Naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships," *Wicazo Sa Review* 23, no. 2 (2008): 29–42.
- Art Manuel. "The Lay of the Land," in *Unsettling Canada: A National Wake-Up Call*, 14-21. (Toronto: Between the Lines, 2015).
- (optional) Victoria Freeman, "'Toronto Has No History!' Indigeneity, Settler Colonialism, and Historical Memory in Canada's Largest City," *Urban History Review* 38, no. 2 (2010): 21-36.

2) May 8: Historic Treaties

- Michael Asch, "Confederation and Treaties: Stepping Back Into the Future," in *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*, ed. Michael Asch, John Borrows, and James Tully (Toronto; Buffalo: University of Toronto Press, 2018).

- John Borrows, "Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government," in *Aboriginal and Treaty Rights in Canada: Essays on Law, Equity, and Respect for Difference*, ed. Michael Asch (Vancouver: UBC Press, 1997), 155–172.
- (Repeated) Leanne Simpson. 2008. "Looking after Gdoo-Naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships." *Wicazo Sa Review* 23 (2): 29–42.

3) May 13: Colonialism, Dispossession, Assimilation I

- Government of Canada; Indigenous and Northern Affairs Canada; Communications Branch, "Stage 3" in *Highlights from the Report of the Royal Commission on Aboriginal Peoples*, report, November 3, 2008, <https://www.aadnc-aandc.gc.ca/eng/1100100014597/1100100014637#chp3>.
- Harris Cole, "How Did Colonialism Dispossess? Comments from an Edge of Empire," *Annals of the Association of American Geographers* 94, no. 1 (November 5, 2004): 165–82.
- John Milloy, "Indian Act Colonialism: A Century of Dishonour, 1869-1969," *Research Paper for the National Centre for First Nations Governance*, 2008.
- Stark, Heidi Kiiwetinepinesiiik. "Criminal Empire: The Making of the Savage in a Lawless Land." *Theory & Event* 19, no. 4 (October 12, 2016).

4) May 15: Colonialism, Dispossession, Assimilation II

- Truth and Reconciliation Commission of Canada. "Introduction," *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, 2015: pp. 1-26. http://epe.lac-bac.gc.ca/100/201/301/weekly_acquisition_lists/2015/w15-24-F-E.html/collections/collection_2015/trc/IR4-7-2015-eng.pdf.
- Art Manuel, "Institutionalizing a People: Indian School, Indian Jail" in *Unsettling Canada: A National Wake-Up Call*, 22-32. (Toronto: Between the Lines, 2015).
- Lawrence, Bonita. "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview." *Hypatia* 18, no. 2 (May 1, 2003): 3–31.
- Simpson, Leanne Betasamosake. "The Sovereignty of Indigenous Peoples' Bodies." In *As We Have Always Done: Indigenous Freedom through Radical Resistance*, 95–118. University of Minnesota Press, 2017.

May 20: VICTORIA DAY – UNIVERSITY CLOSED

5) May 22: The White Paper and the Response

- Manuel, Art. 2015. "White Paper to Red Paper: Drawing Battle Lines" in *Unsettling Canada: A National Wake-Up Call*, 33-37. (Toronto: Between the Lines, 2015).
- Turner, Dale A. "White Paper Liberalism and the Problem of Aboriginal Participation." In *This Is Not a Peace Pipe : Towards a Critical Indigenous Philosophy*, 12–37. Toronto: University of Toronto Press, 2006.

- Cardinal, Harold. *The Unjust Society: The Tragedy of Canada's Indians*. Edmonton: M.G. Hurti, 1969), 108-137.

Friday, May 24 - Assignment 1 Due

6) May 27: Aboriginal Rights

- Arthur Manuel. "The Constitutional Express." *Unsettling Canada: A National Wake-Up Call* (Toronto: Between the Lines, 2015).
- Kiera Ladner and Michael McCrossan, "The Road Not Taken: 25 Years After the Reimagining of the Canadian Constitutional Order," in *Contested Constitutionalism: Reflections on the Charter of Rights and Freedoms*, ed. James B. Kelly and Christopher P. Manfredi (Vancouver, BC: UBC Press, 2009), 263–86.
- Alan C. Cairns, "Introduction," *Citizens plus: Aboriginal Peoples and the Canadian State* (Toronto: UBC Press, 2000).

7) May 29: Resistance

- Kino-nda-niimi Collective. 2014. *The Winter We Danced*, "Idle No More: The Winter We Danced" p. 21-26, "Idle no more in Historical Context" p. 32-37
- Manuel, Art. "Days of Protest: Young Activists come Together" in *Unsettling Canada: A National Wake-Up Call*. Toronto: Between the Lines, 2015.
- Peter H. Russell, "Oka to Ipperwash: The Necessity of Flashpoint Events," in *This Is an Honour Song : Twenty Years since the Blockades, an Anthology of Writings on the "Oka Crisis,"* ed. Kiera L. Ladner and Leanne. Simpson (Winnipeg: Arbeiter Ring Pub., 2010), 29–46.

8) June 3: Resurgence I

- Taiaiake Alfred and Jeff Corntassel, "Being Indigenous: Resurgences against Contemporary Colonialism," *Government and Opposition* 40, no. 4 (2005): 597–614.
- Glen Sean Coulthard, "Beyond Recognition: Indigenous Self-Determination as Prefigurative Practice," in *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations.*, ed. Leanne Betasamosake Simpson, 187-203. (Winnipeg: Arbeiter Ring Press, 2008).
- Leanne Simpson, "Theorizing Resurgence from within Nishnaabeg Thought," in *Dancing on Our Turtle's Back : Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*, 31-47. (Winnipeg: Arbeiter Ring Publishing, 2011).

June 4: Deadline to drop F section code courses from academic record

June 5: Class Cancelled

9) June 10: Indigenous Legal Orders and Governance

- Kiera L. Ladner, "Governing Within an Ecological Context: Creating an AlterNative Understanding of Blackfoot Governance," *Studies in Political Economy* 70, no. 1 (March 2003): 125–52.
- Borrows, John. 2002. *Recovering Canada: The Resurgence of Indigenous Law*. Toronto: University of Toronto Press. 1-28.
- Aaron Mills, "The Lifeworlds of Law: On Revitalizing Indigenous Legal Orders Today," *McGill Law Journal/Revue de Droit de McGill* 61, no. 4 (2016): 847–884.

10) June 12: Reconciliation and Settler-Indigenous Relations

- *Truth and Reconciliation Commission of Canada, "Calls to Action"*, 2015. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
- Courtney Jung, "Walls and Bridges: Competing Agendas in Transitional Justice," in *From Recognition to Reconciliation: Essays on the Constitutional Entrenchment of Aboriginal and Treaty Rights*, ed. Patrick Macklem and Douglas Sanderson, 357-388. (Toronto: University of Toronto Press, 2015).
- Regan, Paulette. "Introduction". *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada*, 1-18. Vancouver: UBC Press, 2011.
- Corey Snelgrove, Rita Dhamoon, and Jeff Corntassel, "Unsettling Settler Colonialism: The Discourse and Politics of Settlers, and Solidarity with Indigenous Nations," *Decolonization: Indigeneity, Education & Society* 3, no. 2 (2014).

Friday, June 14 – **Final Essay Due**

11) June 17: Resurgence II

- Corntassel, Jeff. 2012. "Re-Envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination." *Decolonization: Indigeneity, Education & Society* 1 (1): 16.
- Gina Starblanket, "Being Indigenous Feminists: Resurgence against Contemporary Patriarchy," *Making Space for Indigenous Feminism*, 2nd ed., edited by Joyce Green (Winnipeg: Fernwood Publishing, 2017): 21 – 41.

Course Rules & Policies:

Late Penalty Policy:

Late assignments will be accepted and graded, but will receive an initial penalty of 5 percentage points and an additional penalty of two percentage points for each additional day they are late. For example, a paper that would have received 78% if submitted on time will receive 73% if submitted one day late or 67% if submitted four days late.

Students requesting extensions for non-emergency reasons must do so as early as possible. Because the course is compressed, there is not very much room for extensions.

Re-Grading Policy:

Grading criteria will be distributed in advance of the assignment. Requests for re-grading an assignment must be submitted in writing and must explain, with reference to the grading criteria, where you think an error has been made. Requests must be received within a week of the assignment being returned to you. If an assignment is re-graded, the grade may go up or down.

Communication Policy:

Information will be communicated to students through Quercus. You are responsible for checking Quercus regularly (at least before each class). You also must check your UofT e-mail regularly.

The best way to contact me is by e-mail. When corresponding by e-mail, please put POL308 at the beginning of the subject line, followed by the subject of your e-mail. Please also remember to write in full sentences, and use a salutation ("Hi Daniel" is fine), and crucially please *sign your e-mails*.

I will try to respond to all e-mails before the next class – this may mean you have to wait several days for a response (depending on when you write). If something requires a more urgent response, please say so in your message.

Electronic Devices:

Please bring paper and a pen to all classes. Cell phone/smart phones may not be used in class. Computers may be used for taking notes, but if you are distracted by them (e.g. using social media, online shopping, playing games) I will ask you to put them away and take notes by hand.

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and contact Accessibility Services at accessibility.services@utoronto.ca <http://www.studentlife.utoronto.ca/as/contact-us>

Academic Integrity:

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Cod of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources:

Writing Centres: <http://writing.utoronto.ca/writing-centres/>

Academic Success: <http://www.studentlife.utoronto.ca/asc>

How not to Plagiarize: <http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

Submission of Assignments and the use of Turnitin.com

Assignments should be submitted electronically through the course Quercus site before the start of class on the due date.

Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site

Use of Turnitin.com is voluntary. If you do not wish to submit your work through Turnitin.com, you will be required to submit an outline and a rough draft along with the final copy of your written work. Students must also inform the instructor by e-mail that they wish to exercise this option. Students who have concerns with the use of Turnitin.com are encouraged to discuss these with the instructor as soon as possible.