CLASS SYLLABUS

COURSE TITLE: Aboriginal Peoples and Canadian Politics
TERM: Winter 2017
COURSE CODE: INDG 264
DELIVERY: Online
COURSE CREDITS: 3
START DATE: January 4, 2017
COURSE SECTION: W02-W99
END DATE: April 6, 2017

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.

Note: Students with credit for NS 207, NS 263, or NS 264 may not take this course for credit. This course was labeled NS 264 until 2015.

requisite(s): NS 107.3 or INDG 107.3 and 3 additional credit units from ANTH, ARCH, ECON, GEOG, INDG, LING, NS, POLS, PSY, SOC, or WGST

Course Learning Outcomes
By the end of this class, 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.
**Course Overview**

This course will familiarize you with the basic historical and political effects of colonialism and political resistance in what is now called Canada. It will begin with an overview of early Indigenous political practices, as well as the engagement of Indigenous governance with the political institutions of newcomer societies. It will then analyze the shift from a relationship between free peoples and political equals towards the “internalized” settler colonial regime that typifies Canada today. This course situates its analysis in the point of view of the Indigenous peoples of North America, examining attempts to resolve the long-standing colonial contradictions of Canada-Indigenous relations, and assessing Canada’s attempts to end this relationship through the assimilation and statist “accommodation” of Indigenous peoples.

As an online course we will be employing a range of state-of-the-art distance learning approaches, online seminars, case studies, self-review techniques, all of which supplement more traditional university educational techniques.

**Class Author:**
Adam Geaudry, Ph.D.

**Your Instructor**
Sherri Swidrovich, M.A.

**Contact Information**
Phone: 306-249-1578
Email: please use Class Email link on Blackboard

In order to provide face-to-face interaction in a distance learning course, I will be holding biweekly “digital office hours.” This will allow us to speak either “face-to-face” over skype, or by telephone. Because we will not be seeing each other in class, I would like email to remain for short question-answer discussions and to schedule a “face-to-face” meeting during office hours.

If you’d like to schedule a time to chat during my virtual office hours, please email me 24 hours before my office hours begin and we’ll arrange a time to chat.

**Office Hours**
TBD – Will be announced. Check with your instructor once the course begins.

**Profile**
**Sherri Swidrovich, M.A.** is an Indigenous (First Nations) woman and a Sessional Lecturer in The Department of Indigenous Studies at the University of Saskatchewan.

Sherri received her undergraduate and graduate degrees at the University of Saskatchewan, Department of Indigenous Studies (formerly Native Studies) as well.

Sherri’s M.A. thesis explores the paradigm of the “Sixties’ Scoop” understanding of
Indigenous child welfare and examines the resulting implications of those First Nations children who had positive experiences within non-Aboriginal foster or adoptive care. This project argues that the widely accepted premises of the 'Sixties Scoop" paradigm has been insufficiently researched and is ineffective on its own as a tool in providing a comprehensive and accurate understanding the history of child welfare in Canada.

Sherri has published work in the Native Studies Review and is currently editing and revising a manuscript based on her personal life history in foster care (currently under review for publication).

Since beginning as a T.A. with the Department of Indigenous (formerly Native) Studies in 1998, she had gone on to teach a variety of classes for the Department. Additionally, she has also taught various Indigenous Studies classes at First Nations University of Canada Saskatoon Campus.

**Required Resources**

**Readings/Textbooks**
None. Readings are provided in the online course material.

**Mobile Access**
Blackboard Mobile Learn™ is an app that is available on many devices including iOS® and Android™ for those occasional times when you may want mobile access. It is still recommended that you use a laptop or desktop computer for the majority of your online studies.
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<th>Week</th>
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Watch – John & Lindsay Borrows – The Green Interview: [http://youtu.be/psDx0KA02A0](http://youtu.be/psDx0KA02A0)  
Read - Settler Treaty Card: [http://briarpatchmagazine.com/settlertreatycard](http://briarpatchmagazine.com/settlertreatycard)  
Watch – Engaging Minds: Jim Miller: [http://www.youtube.com/watch?v=Usy0zQfbDGI](http://www.youtube.com/watch?v=Usy0zQfbDGI)  
Watch – The Last Words of Cree Chief Big Bear: [http://www.youtube.com/watch?v=kWOHfB1FRrE](http://www.youtube.com/watch?v=kWOHfB1FRrE)  
Watch – Nation to Nation: Royal Proclamation of 1763: [https://www.youtube.com/watch?v=eFyul7gzy_0](https://www.youtube.com/watch?v=eFyul7gzy_0) |
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<tr>
<td>Feb. 20 - 24</td>
<td><strong>Winter MID-TERM BREAK – No Classes or Evaluations</strong></td>
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<td>Read - Rex Murphy’s A rude dismissal of Canada’s generosity, <em>National Post</em>, (for case study) <a href="http://fullcomment.nationalpost.com/2013/10/19/rex-murphy-a-rude-dismissal-of-canadas-generosity/">http://fullcomment.nationalpost.com/2013/10/19/rex-murphy-a-rude-dismissal-of-canadas-generosity/</a></td>
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<td>Read - Montgomery, Nick - “Dear Rex, Colonialism exists and you’re it.” <a href="http://cultivatingalternatives.com/2013/10/20/dear-rex-colonialism-exists-and-youre-it/">http://cultivatingalternatives.com/2013/10/20/dear-rex-colonialism-exists-and-youre-it/</a></td>
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<td>Read - Simpson, Leanne - &quot;Elsipogtog Protest: We're Only Seeing Half the Story&quot; <a href="http://www.huffingtonpost.ca/leanne-simpson/elsipogtog-racism_b_4139367.html">http://www.huffingtonpost.ca/leanne-simpson/elsipogtog-racism_b_4139367.html</a></td>
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<td>Watch - Woodcarver: <a href="https://www.youtube.com/watch?v=sx4JLPBMUx0">https://www.youtube.com/watch?v=sx4JLPBMUx0</a></td>
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<td>Watch – <em>The Oka Crisis CBC</em>: <a href="https://www.youtube.com/watch?v=61ldZTjfE">https://www.youtube.com/watch?v=61ldZTjfE</a>_</td>
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<td>Watch – “Ipperwash: A Canadian Tragedy” TV Documentary 1 – Intro to a Racist Killing: <a href="https://www.youtube.com/watch?v=vG4fbgnsEmg">https://www.youtube.com/watch?v=vG4fbgnsEmg</a></td>
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<td>Watch – Shale Gas protestors and RCMP - Rexton: <a href="https://www.youtube.com/watch?v=UkTmDLRqD4k">https://www.youtube.com/watch?v=UkTmDLRqD4k</a></td>
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<td>Watch - OPP Raid at Caledonia, Ontario: <a href="https://www.youtube.com/watch?v=gbbe4dkH1cU">https://www.youtube.com/watch?v=gbbe4dkH1cU</a></td>
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<td>Watch – “Indian lazing around on welfare”: Mayor of Caledonia: <a href="https://www.youtube.com/watch?v=TQ_8NNKjK8Y">https://www.youtube.com/watch?v=TQ_8NNKjK8Y</a></td>
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<td>Watch – Reclaiming PKOLS - Climbing the mountain: <a href="http://www.youtube.com/watch?v=Zlw5B7aPXWM">http://www.youtube.com/watch?v=Zlw5B7aPXWM</a></td>
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Read and Watch – (For Case Study):  
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).  
Watch – *Protect the Peel River Watershed*: http://www.youtube.com/watch?v=J1_wTQh1fRg  
Watch – *The Peel Watershed – Protect Democracy*: http://www.youtube.com/watch?v=qfRmz3usHsg |
Watch - *Nisga’a Treaty Implementation*, (as part of Case Study): https://youtu.be/7--Sk-Aig |
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<tr>
<td>FINAL EXAM</td>
<td>Online Final Exam</td>
<td>Exact date/time TBA</td>
<td>April 7 – 29</td>
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*Note: If for any reason the Class Syllabus Reading List does not match the Module Reading List, the Class Syllabus shall be taken as correct.*
Grading Scheme

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<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>Reading Analysis Assignments – x 8 (Graded out of 10 (weighted at 3.75 each))</td>
<td>30%</td>
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<tr>
<td>Paper Proposal – Due March 3 by 11:55 pm</td>
<td>15%</td>
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<tr>
<td>Research Paper- Due April 5 by 11:55 pm</td>
<td>25%</td>
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<tr>
<td>Final Exam - TBA</td>
<td>30%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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Information on literal descriptors for grading at the University of Saskatchewan can be found at: [https://students.usask.ca/academics/grading/grading-system.php](https://students.usask.ca/academics/grading/grading-system.php)

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: [http://policies.usask.ca/policies/academic-affairs/academic-courses.php](http://policies.usask.ca/policies/academic-affairs/academic-courses.php)

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: [http://www.usask.ca/learning_charter/](http://www.usask.ca/learning_charter/)

Evaluation Components

**DEU Writing Centre - Quality writing help for free!**
Anyone taking a distance class (off-campus, online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at [distanceeducation.usask.ca/support/writing-centre.php](http://www.usask.ca/learning_charter/).

Assignment 1: Reading Analyses
**Value:** 30% weight of final grade (8 analyses x 3.75 – graded out of 10 marks each)

**Due Date:** Ongoing Throughout the Term – selected reading by Wed of that week See evaluations in Blackboard.

**Purpose:** These short assignments will help to develop analytical and writing skills. These are not only important interdisciplinary skills, but are also important life skills that help you to make informed decisions through critical examination.

**Description:** You are responsible for submitting reading analysis assignments for 8 of the various readings and/or films during the course of the term. For these assignments you
must **hand in 8 two-page papers** (double-spaced) that each contain a one-page summary of the article or film and a one-page in-depth analysis of the article or film. Each paper will receive a mark for its quality of summary, analysis, and critical examination.

In producing an article or film **summary** you should highlight the major argument, themes, and concepts. You don’t need to produce a list summary (a list of points in the original order they are presented); indeed, top marks will be given to those who can most clearly identify the major points and discard that which is less important. Write as if you were explaining it to your family or friends, rather than reproducing the film/paper’s argument.

You must also provide an **analysis** of the reading or film. An analysis will involve an application of the themes or concepts identified in the summary to another topic of interest to you, or other course readings/films/lectures. You should also provide some critical analysis of the reading or film (see example assignments). I do not expect critiques of the style or structure of the piece (ie. “the author backed up all their arguments” and “the author’s argument was easy to follow”). In academia this is all a given, you must dig deeper. What are the theoretical strengths/weaknesses? Do the authors contradict themselves? Is there another reading we’ve done that can shed light on/undermine this author’s claims?

No bibliography or title page is necessary, but all material referenced from the reading should include a page number via a footnote citation in Chicago Style (first note to include full reference). Any additional material cited should contain bibliographic information in a footnote.

### Assignment 2: Paper Proposal

**Value:** 15% of final grade

**Due Date:** March 3, 2016 by 11:55 pm

**Purpose:** This is an opportunity for you to propose a topic for the final paper and to receive feedback on the basic arguments that will inform your final paper.

**Description:** You will submit a topic proposal for their final research paper. This proposal will total no more than 6 pages (which includes bibliography). A cover page is not required. Your proposal will include a basic thesis, a general outline of the structure of the final paper, including the preliminary argument overview and an accounting of selected sources. It is not expected that this proposal will be conclusive, but a successful proposal will demonstrate that meaningful thought has been put into the final assignment, and will clearly show that significant research has been done, and that you can see parallels between course content (readings, films and learning materials) and outside sources, events and case studies.

**Requirements:**

**Structure:**

i). introduction to case study: what topic of concern are you writing about (course theme) and why (your research questions: what do you want to learn about it).

iii). Argument /paper outline: how are you going to accomplish convincing your audience to understand and agree with your argument? How will your ideas and supporting information/evidence be arranged? Within this section, in the process of demonstrating your key points of argument/analysis, you should incorporate class materials and make specific reference to at least 3 class sources (of any type).

iv). List of 4 sources from your research (bibliographic format). Under each title, provide a brief summary of the author’s argument and key themes or ideas included in work. Most importantly, demonstrate the value of this work to your own paper and argument.

v). bibliography page: list all sources referred to in your proposal (including those from class material) in proper bibliographic format.

Format: Min. of 5 pages (max 6) double spaced Times Roman 12 font with ‘normal’ 1” margins on all sides. You will use both course learning material and at least four of the five required additional sources (books or peer-reviewed work only). A complete bibliography will be provided at the end (including all sources utilized and referred to in proposal).

*sample of proposal provided in class materials

Assignment 3: Research Paper

Value: 25% of final grade

Due Date: April 5, 2016 by 11:55 pm

Purpose: This final paper is designed for students to systematize the course content into a research paper, with an opportunity to explore a topic of interest in greater detail.

Description: You will write an 8 to10 page paper on a topic of your choice (related to the course content). You are expected to consult the literature of the course, and use it to analyze a case study of Indigenous politics in a contemporary Canadian context not covered by the course. For example, you may choose to examine what social service provision would look like in the context of a treaty-federalist relationship, or one could re-examine Treaty 6’s education agreement from a Cree perspective. Regardless of your topic, it is very important to account for the perspective/positions of Indigenous people. As much as possible, consider the role of resistance, cultural resurgence, and settler colonialism as well. Your work will be evaluated on your engagement and use of course material, your synthesis of course material with a relevant example not covered in the course, and specifically, the ability to think critically about the role of colonialism and resistance in this case study. You must also include at least five additional sources from outside of the course readings not used in the proposal.

Other possible ideas:
1. Consider the relationship that evolved after the Numbered Treaty period. How might ‘reconciliation’ be possible specifically through the Treaty relationship today? (you may have to ‘narrow’ this specifically; for example, in terms of education agreement within Treaty 6 noted above)

2. Reconciliation: Consider the various nature of ‘harms’ to Indigenous people as a result of colonization. Through analyzing efforts/proposals related to reconciling the relationship, what would you identify as the greatest identifiable weaknesses in approaching this process? Where are the most significant areas of potential? Finally, do you see reconciliation occurring in the near future?

Requirements: 8 (min) to 10 (max) pages in length (NOT including footnotes/cover page/bibliography). Double spaced/ Times Roman 12 font only/ “normal” 1” margins on all sides/ Microsoft Word doc./ Chicago Style of Referencing with use of Arabic numbering (please consult a Style Guide if necessary).

Final Exam

Value: 30% of final grade

Date: See Class Schedule

Length: 3 hours

Purpose: To demonstrate useful understanding of the course material covered in the readings, modules, and in the weekly seminars.

Description: You will write an online open book exam within PAWS Course Tools. As the exam is timed, you will not have time to look-up answers and should not rely on your readings or notes to complete the exam as you will run out of time before they have a chance to finish. You will be given three hours to complete two short answer questions and one long-answer essay question. More than one option for each section will be available. Each question will ask you to synthesize the work of two or more thinkers, and will require you to engage with the full range of material covered in the course modules, readings, and seminars. Marks will be given based on the level of detail, accuracy, and complexity of each answer.

Date and time of your online final examination will be posted in the Final Examination schedule in your PAWS account. More details will also be posted in your online class.

Please note that online exams are viewed and treated the same as any other exam. Online exams are tracked and monitored for irregularities.

Any collusion, collaborating, copying, cheating or any form of academic misconduct is a serious offence at the University of Saskatchewan and could result in suspension or expulsion from the University.

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic and Non-Academic Conduct. More information is available at http://www.usask.ca/secretariat/index.php
Submitting Assignments and Late Policy
You will submit your work via the Blackboard Learn Assignment dropbox by 11:55 pm on the due date indicated in the Class Schedule (or anytime earlier than that). It is your responsibility to verify assignment submission on Blackboard.

Late essay assignments will be docked 10% for each day they are late. For proposals or essays that are more than 5 days (including weekend days), a grade of 0 will be assigned. If the research essay is not submitted within 5 days of due date, there will be a final grade of INF for the class and maximum possible grade assigned will be 49% or less (based on other class work/exam). Extensions are granted ONLY in the case of medical or family emergencies and with submission of formal documentation.

Reading Analysis assignments must be submitted by Wednesday no later than 11:55 pm the week that they are assigned. Late reading analysis assignments will not be accepted for any reason, except in cases of medical emergency.

Additional Information
Writing Conventions
This course requires the use of Chicago Manual of Style, which is the standard in the discipline of Native/Indigenous Studies. If you are unfamiliar with this referencing format, please consult a Style Guide.

Students with Disabilities
Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check http://www.students.usask.ca/disability/, or contact DSS at 966-7273 or dss@usask.ca.

Integrity Defined (from the Office of the University Secretary)
“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.” (Office of the University Secretary). It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic and Non-Academic Conduct. More information is available at http://www.usask.ca/secretariat/index.php

Acknowledgements
Class Author
Adam Gaudry, Ph.D. (Assistant Professor, Department of Indigenous Studies, University of Saskatchewan)

Instructional Design and Class Development
Jordan Epp, M.Ed (Instructional Designer, Distance Education Unit, University of Saskatchewan)

Kristine Dreaver-Charles, M.Sc.Ed. (Instructional Designer, Distance Education Unit, University of Saskatchewan)