



**DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS**

**POLI 422 LO1  
Indigenous Politics in Canada  
FALL 2020**

**INSTRUCTOR:** Gina Starblanket

**TELEPHONE:** 403.220.4103

**EMAIL:** gina.starblanket@ucalgary.ca

**OFFICE HOURS:** Over Zoom by appointment. Please book your appointments through <https://ginastarblanket.youcanbook.me/> Email or office hours are the preferred method of contact.

**DAYS/TIME:** Synchronous zoom classes on Sept 10, Oct 1, Oct 22, Nov 19, & Dec 3 (6:00 – 7:30 pm)

**DELIVERY METHOD:** Online hybrid format: synchronous and asynchronous

**PRE-REQUISITES:** Any 3 units in POLI or any 3 units in INDG

**ANTI-REQUISITES:** Credit for Political Science 422 and 424 will not be allowed.

### **COURSE DESCRIPTION**

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An introduction to historical and contemporary socio-political issues surrounding Indigenous-state relations in Canada. This course focuses on the foundational concepts, issues, and debates that shape the political relationship between Indigenous peoples and the Canadian state. Students will learn the basic elements of settler colonial political formations and how these configure our understanding of political ideas, actors, and institutions. Indigenous political traditions and practices will be explored, along with their relationship to Canadian political theories and practices.

The course will take place **online** via Desire2Learn (D2L), Wikiedu, Zoom, and video hosting sites for multimedia content (NFB, Curio, Youtube). Students are required to participate in 5 synchronous course meetings (Sept 10, Oct 1, Oct 22, Nov 19, and Dec 3) and also have the opportunity to meet with the instructor for office hours (either one-on-one or in groups) at any point throughout the term. Students are also required to participate in the asynchronous learning tasks using the D2L learning environment and Wikiedu. Readings, video lectures, weekly powerpoints, links to Wikiedu, to Zoom sessions, and to assigned multimedia will be provided on D2L.

### **COURSE OBJECTIVES AND LEARNING OUTCOMES**

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By the completion of this course, successful students will be able to:

- 1) Understand the evolving structure of settler colonialism in Canada and its impact on Indigenous-state relations
- 2) Comprehend and engage with Indigenous critiques of settler political formations and processes
- 3) Provide an overview of significant political issues within Indigenous communities
- 4) Exercise media and information literacy regarding Indigenous people. Students will gain an understanding of the ways in which information about Indigenous people is gathered, presented

and consumed online. They will learn to review materials, verify sources, and synthesize, analyze, and present a broad range of information in a focused manner.

- 5) Demonstrate their critical thinking, research, and analysis skills. These include being able to: deconstruct major themes and questions from the readings and lectures; explain the political significance and implications of different theories and approaches, and to develop and sustain an argument relative to subjects covered in the course.

### **REQUIRED TEXTBOOK(S)**

There is no textbook for this course. However, there are mandatory weekly readings and multimedia content on D2L.

### **REQUIRED TECHNOLOGY**

There is a D2L site for this course which contains required readings, course powerpoints, discussion forums, links to videos and other relevant class resources and materials (see [d2L.ucalgary.ca](https://d2l.ucalgary.ca)).

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

### **COURSE COMPONENT WEIGHTS AND DUE DATES**

COMPONENT	WEIGHTING	DUE DATE
Online discussion questions	20%	Weekly (by 6pm Thursday) beginning on Week 2.
Group Wikipedia Project	35%	Oct 29 <sup>th</sup> (with components due throughout term)
Research Paper	20%	Nov 19 <sup>th</sup> 2020
Final Exam	25%	Dec 6 <sup>th</sup> 2020
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

## COURSE SCHEDULE & TOPICS

***PLEASE NOTE THAT READINGS, VIDEOS, AND RECORDED LECTURES MUST BE COMPLETED PRIOR TO THE SYNCHRONOUS COURSE COMPONENT ***		
DATE	TOPIC	READINGS AND MULTIMEDIA (Please refer to D2L for full citations and links)
<i>Sept 10</i> (Synchronous class meeting)	Course Overview, What is Indigenous Politics?	-Kiera Ladner – <i>Taking the Field: 50 Years of Indigenous Politics in the CJPS</i>
<i>Sept 17</i>	Narrative and The Construction of History	-Joyce Green - <i>Towards a Detente with History: Confronting Canada's Colonial Legacy</i> -Video: 8th Fire – It's Time (Episode 2)
<i>Sept 24</i>	Settler Colonialism in Canada	-Patrick Wolfe - <i>Settler Colonialism and the Elimination of the Native</i>
<i>Oct 1</i> (Synchronous class meeting)	Indigenous Ways of Knowing and Governing	Russell Lawrence Barsh - <i>The Nature and Spirit of Native American Political Systems</i> Video 1- Indigenous Law: An Introduction Video 2- Indigenous Knowledge and Western Science: Dr. Leroy Little Bear Talk
<i>Oct 8</i>	Practices of Treaty-Making	Michael Asch - <i>On Being Here to Stay: Treaties and Aboriginal Rights in Canada</i> (Chapter 5) Video: NFB Film - Trick or Treaty?
<i>Oct 15</i>	The Containment of Indigenous Political Activity	Heidi Stark – <i>Criminal Empire: The Making of the Savage in a Lawless Land</i> Video: Tasha Hubbard Documentary
<i>Oct 22</i> (Synchronous class meeting)	Citizenship and the Constitution	<i>The White Paper</i> (1969 Statement of the Government of Canada on Indian policy) <i>The Red Paper</i> (Citizens Plus: Indian Chiefs of Alberta) pp.189 – 211 Video: NFB Film - Dancing Around the Table (Part 1)
<i>Oct 29</i>	The Fight for Self-Determination	<i>Indian Self-Government in Canada (The Penner Report)</i> pp.39 - 50 Video- Implementing Our Right to Self-Governance
<i>Nov 5</i>	Revitalizing Indigenous Governance Practices	Rob Innes - <i>Elder Brother, the Law of the People, and Contemporary Kinship Practices of the Cowessess First Nation</i> Video: Indigenous Resurgence in an Age of Reconciliation (0:00 – 52:00)

Nov 12	<b>Midterm Break</b>	No Readings
Nov 19 (Synchronous class meeting)	Settler Law and the Struggle for Justice	Daniel Voth - <i>The Choices we Make and the World they Create: Métis Conflicts with Treaty One Peoples in MMF v Canada</i> Video: Sarah Hunt Ted Talk - In her Name
Nov 26	Land, Jurisdiction and Reclamation	Hayden King & Shiri Pasternak - <i>Land Back: A Yellowhead Institute Special Report</i> , pp.15-45
Dec 3 (Synchronous class meeting)	Righting the Relationship: Pathways Forward	Jeff Corntassel, Chaw-win-is and T'lakwadzi - <i>Indigenous Storytelling, Truth-telling and Community Approaches to Reconciliation</i> Video: What Comes Next?

Please note that the above schedule is tentative and may change as the need arises. Students will be notified of any changes in a timely manner by way of email and D2L announcements.

## ADDITIONAL READINGS AND RESOURCES

The Royal Commission on Aboriginal Peoples Report offers a comprehensive examination of a range of issues relating to settler colonialism and Indigenous-state relations in Canada. The full report can be accessed at the following link: <https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

The University of British Columbia has an excellent online resource on key topics relating to the histories, politics, and cultures of the Aboriginal peoples of Canada, which can be accessed at the following link: <https://indigenousfoundations.arts.ubc.ca/home/>

## ASSIGNMENTS

### Weekly Discussion Questions

**Value:** 20% of final grade

**Due Date:** Online discussion questions to be completed weekly

**Description:** Every week, students must respond to questions posed by the professor in the online discussion forum on D2L (written form). Students will be graded on the quantity and quality of both written and oral responses. The professor will provide a grade for the discussion questions mid-way through the term and at the end of the term. These assigned grades will be added to comprise the total grade for the discussion questions.

Grading Rubric for Discussion Question Assignment				
*This rubric was adapted with permission from the assessment tools available at readwritethink.org				
	A Range	B Range	C Range	D Range
Focus and Structure	Presents clear, well focused point[s]. Main idea[s] are clear and are communicated with detail and relevant information. Writing shows strong	Presents clear, well focused point[s]. Main ideas are clear but are not necessarily well developed, supported or detailed. Writing is coherent and shows	Main point[s] are somewhat clear with limited detail and development. Presents a clear topic[s]. Writing is more-or-less coherent and	The main point[s] are not clear. Writing lacks logical organization. It shows some coherence but ideas lack substantial understanding of or

	comprehension of course concepts.	comprehension of course concepts.	shows some grasp of course concepts.	relevance to course concepts.
Critical Analysis	Reveals a high degree of critical thinking and analysis. Strong original thought.	Critical thinking is weaved into several points. Evidences some original thinking.	Some critical thinking is present and original thought is demonstrated on a few ideas and arguments.	Main point[s] lack development and are vague with little evidence of critical thinking.
Spelling & Grammar	Little to no spelling or grammatical errors.	Sentences are well constructed. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences are difficult to understand. Author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.

### **Wikipedia Research Project**

**Value:** 35% of final grade

**Due Date:** Milestones and components due throughout term, final Wikipedia entry uploaded by Oct 29<sup>th</sup>.

**Description:** A major, multi-stage group research project with integrated mini-assignments, quizzes and milestones. The project takes place in groups, and all components are submitted through the Wikiedu platform. The link to enroll in Wikiedu is available on the course D2L site. Partial marks will be given for individual contributions and partial marks for the final article produced as a group. A grading rubric for this assignment will be circulated via D2L at the start of the term.

Week 1 (09/10)	Class divided into groups for Wikipedia research project.
Week 2 (09/11 – 09/17)	Getting started on Wikipedia, evaluating articles and sources, and composing/editing Wikipedia articles.
Week 3 (09/18 – 09/24)	Choosing an article
Week 4 (09/25 – 10/01)	Adding to an article
Week 5 (10/02 – 10/08)	Drafting contributions
Week 6 (10/09 – 10/15)	Peer review two articles
Week 7 (10/16 – 10/22)	Respond to your peer review, continue improving your article
Week 8 (10/23 – 10/29)	Continue developing and polishing article, final article due on Oct 29 <sup>th</sup> , 2020

### **RESEARCH PAPER**

**Value:** 20% of final grade

**Due Date:** Nov 19<sup>th</sup>, 2020

**Length:** 2000 words

**Description:** An individually-written, original analytical paper drawing on the research undertaken in

the creation of students' Wikipedia articles. Students are expected to give a brief summary of the focus of their research and analyze it in relation to the course themes and concepts. Please note that this assignment is not intended to be a reflection on the process of using Wikipedia, nor is it a mere description of the information gathered about the subject researched. Rather, it is an opportunity for students to develop their critical thinking skills, and to demonstrate their ability to construct and sustain an argument surrounding a course theme. The research paper should be submitted in .word format and written in Times New Roman, 12pt font, double-spaced with standard margins. Students may use MLA, APA, or Chicago style but must be consistent with their choice. Written assignments are to be submitted on D2L prior to the commencement of class on their due date. A grading rubric will be distributed for the research paper near the start of the term.

### **FINAL EXAMINATION**

**Value:** 25% of final grade

**Due Date:** Dec 6<sup>th</sup>, 2020

**Description:** Cumulative take-home final exam (handed out on Dec 3<sup>rd</sup>)  
This exam will be a combination of short answer questions (3 out of 4) and a long answer (1 out of 2) essay question. It will draw on readings, videos, and lectures from the entire course. Students will be assessed on their ability to engage with key topics and debates covered in class. This exam will require more thought than conventional multiple-choice or true/false exams. It is not enough to simply know a fixed definition of a concept; rather, students will be asked to demonstrate a strong understanding of and the ability to discuss, apply, and engage with course concepts. The exam will be posted at the completion of class on Dec 3<sup>rd</sup> and students can complete the exam at any point between this time and midnight on Dec 6<sup>th</sup>.

### **WRITTEN ASSIGNMENTS**

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

**GRADING SCALE:** The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

### **LATE PENALTIES**

Late assignments are penalized 5% per day (including weekends and holidays). Note that an assignment submitted ten or more days after the due date will be assigned a grade of 0%

Students are responsible for keeping up with any announced changes, additions, and deletions to the syllabus. Absence from class is not a valid excuse for failing to meet deadlines or fulfill course requirements

### **INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours, to be held virtually.

### **Expectations for Attendance and Participation**

Since we will not be meeting in-person, *is important that you attend the synchronous meeting times regularly and that you participate fully and appropriately in both synchronous and asynchronous components.* Please come to our zoom meetings prepared, having read the material and watched the lectures in preparation for discussions and activities.

It is my goal that we all engage course materials with a critical lens. Please be aware of discriminatory power relations and strive to maintain a safe environment for other students. I do not provide make-up work for in-class activities when students are absent. If you are absent for any reason, you are responsible for all material covered in class.

### **Class Communication**

Students are required to obtain and use their U of Calgary email account for all communication with the professor. Check your University email account often. You will be held responsible for information about the class posted via email sent between classes (I will give you a reasonable amount of time to check email). I will only send mail to your university account. Full or unchecked e-mailboxes do not excuse you from knowing the content of class emails. Please take the time to properly address your email inquiries, include the course number in the subject line, and make sure to properly sign your message.

### **Guidelines for Zoom Sessions**

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of](#)

**Conduct**). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

### **Recording of Lectures**

With the exception of students who have arranged for an accommodation through Student Accessibility Services, no audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission from the Professor. Course materials (both paper and digital) are for the participant's private study and research.

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.



This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### **Absence From a Mid-term Examination**

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### **Deferral of a Final Examination**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Appeals**

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

### **University Regulations**

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

### **Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Plagiarism and Other Forms of Academic Misconduct**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of

Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### **Required Access to Technology**

Please see the University's resource page at [https://ucalgary.service-now.com/it?id=kb\\_article&sys\\_id=86e7438013753ac06f3afbb2e144b031](https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031)

### **Copyright Legislation**

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Freedom of Information and Protection of Privacy (FOIP)**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

### **Faculty of Arts Program Advising and Student Information Resources**

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](https://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

### **Important Contact Information**

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

*SU Wellness Centre:* <http://www.ucalgary.ca/wellnesscentre/>

*Student Wellness Services:*

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

*Campus Mental Health Strategy website:* <https://www.ucalgary.ca/mentalhealth/>.